

SAINT MICHAEL'S COLLEGE

THE SHIELD 1971



In these years of prolonged war, inflation and unemployment; of excessive air, water and noise pollution; of nuclear arsenals and political activists—among other phenomena, this much is certain. The world is not waiting, with arms extended in welcome, for the class of 1971.

Nevertheless, somewhere along the line we were informed that in order to succeed in a technological society, we would have to attend college and, with surprisingly few inquiries, we obeyed. Now, four years and \$12,000 later, we have discovered, rather irritably, just how superficial and callow that advice had been.

For somehow, most of us eventually came to regard college as a learning process, and in the transition, the need of the 'good job' became a distant objective.

Small matter. Success, to the individual, is a relative term. Each of us shall measure it by our own gauge.

Some of us, doubtless, will become managers of rapidly expanding corporations and we will measure our success in terms of salary, status in the community, and acquired power. And some of us will refuse to conform and we will live far from the stagnant air of urban centers and we will gauge our success by an aesthetic measure; that is, your intrinsic worth as a human being.

None of us will fail. If pushed to the limit, we may even measure success by the enormity of our failure.

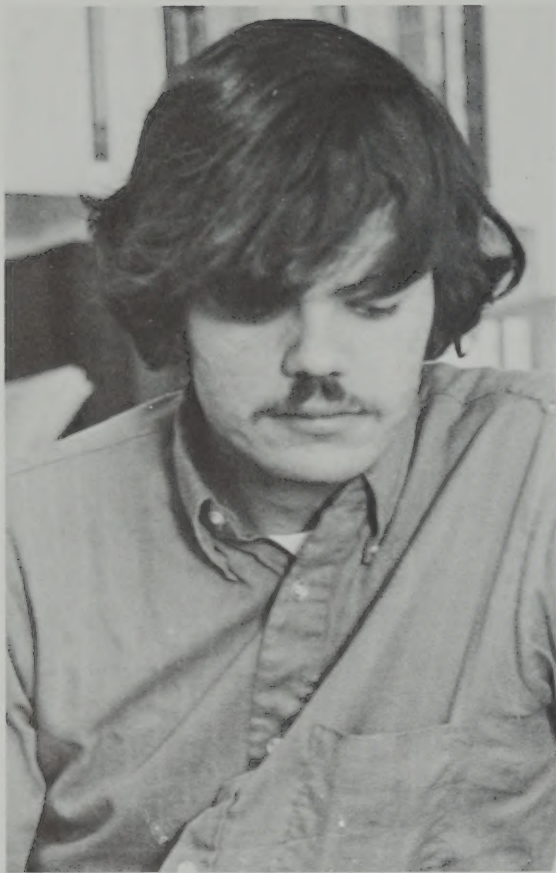
That too is a small matter. What is essential in the years ahead is that we realize we have something to offer this society.

This much we have been taught, but the decision to learn was entirely our own. Those teachers who influenced us most will be honored in another place. But for now, not so much to congratulate ourselves, as to recognize the prodigious burden we are about to assume, the editors of the 1971 *Shield* dedicate this book to the class of 1971.

DISIDERATA

GO PLACIDLY AMID THE NOISE & HASTE, & REMEMBER WHAT PEACE THERE MAY BE IN SILENCE. AS FAR AS POSSIBLE WITHOUT surrender be on good terms with all persons. Speak your truth quietly & clearly; and listen to others, even the dull & ignorant; they too have their story. ♪ Avoid loud & aggressive persons, they are vexations to the spirit. If you compare yourself with others, you may become vain & bitter; for always there will be greater & lesser persons than yourself. Enjoy your achievements as well as your plans. ♪ Keep interested in your own career, however humble; it is a real possession in the changing fortunes of time. Exercise caution in your business affairs; for the world is full of trickery. But let this not blind you to what virtue there is; many persons strive for high ideals; and everywhere life is full of heroism. ♪ Be yourself. Especially, do not feign affection. Neither be cynical about love; for in the face of all aridity & disenchantment it is perennial as the grass. ♪ Take kindly the counsel of the years, gracefully surrendering the things of youth. Nurture strength of spirit to shield you in sudden misfortune. But do not distress yourself with imaginings. Many fears are born of fatigue & loneliness. Beyond a wholesome discipline, be gentle with yourself. ♪ You are a child of the universe, no less than the trees & the stars; you have a right to be here. And whether or not it is clear to you, no doubt the universe is unfolding as it should. ♪ Therefore be at peace with God, whatever you conceive Him to be, and whatever your labors & aspirations, in the noisy confusion of life keep peace with your soul. ♪ With all its sham, drudgery & broken dreams, it is still a beautiful world. Be careful. Strive to be happy. ♪ ♪

FOUND IN OLD SAINT PAUL'S CHURCH, BALTIMORE; DATED 1692



The vital component that must be judged in any yearbook is how well it captures the mood, a task that was not very difficult at SMC. The long, bitter Vermont winters not only bury the land, but also the spirit.

I think the most exciting aspect of the 1971 *Shield* is that it attempts to parallel the change the school itself has experienced, with a change of style. Whether it succeeds or fails is another question; a question only the reader can answer.

—Lawrence Young
Editor

In any collective experience there is found a certain unity in diversity. In this way, our individual experiences at St. Michael's, when viewed collectively, create the unity which we now call (and will someday nostalgically refer to as) the Class of 1971.

—Kevin Coveney
Associate Editor





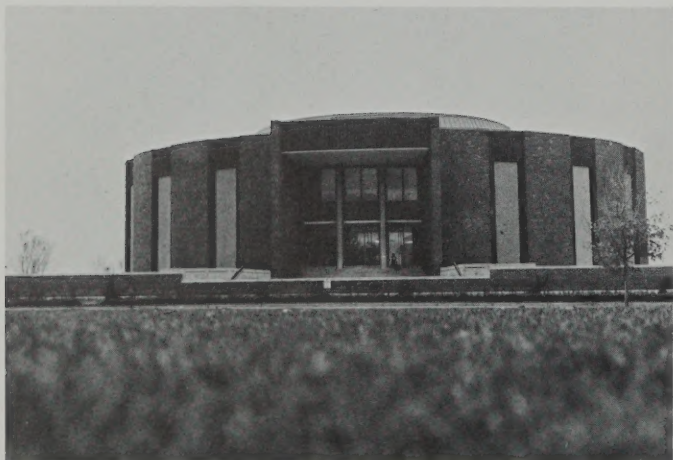
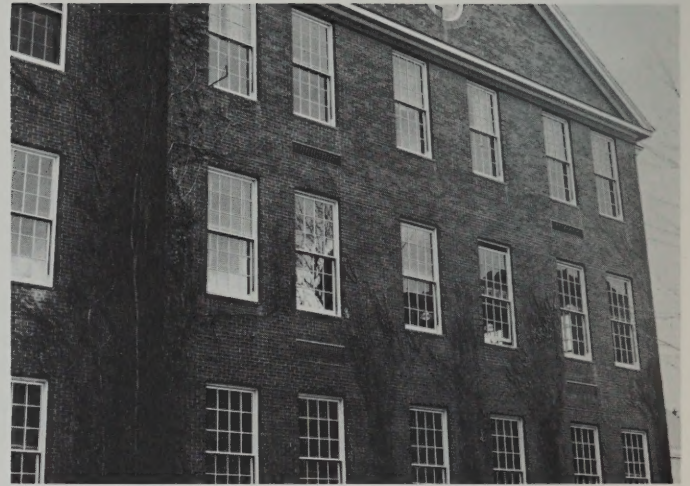
... Any artist desires to transform his/her physical environment in terms of his/her imagination, because environment is so much a part of a persons visual life. I felt better about looking at the physical appearance of SMC after I did that batik, freer of the weight and demand of its familiarity upon my time and talent.

—Beverley Enright
Cover Design

Photography is a happy medium.

—John Mackin
Photography Editor







I know that there is not an occasion in my life that I can applaud without fear of recrimination; without fear that the entire struggle is absurd.

I mean: certainly this college is part of a mold. It endeavors to mold us into a social class. You know; other people's hang-ups, other people's boredoms. There is nothing very unique about that. Every institution in America aims for the same end. And those people who best fit the mold will succeed.

Essentially, it is what I have been taught for 16 years. The fear begins once you determine that the mold is warped . . .

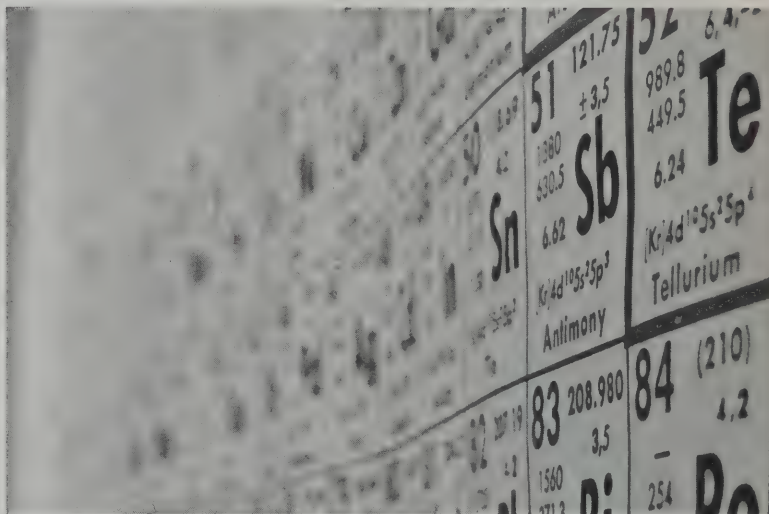


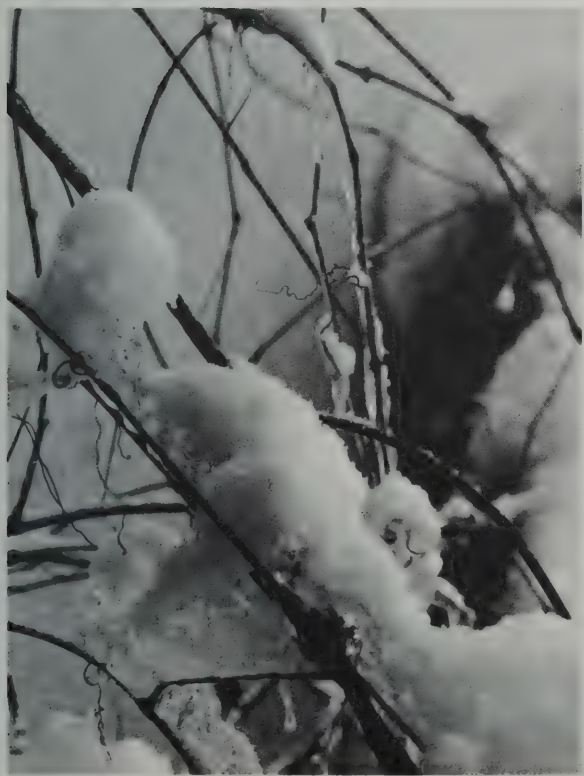






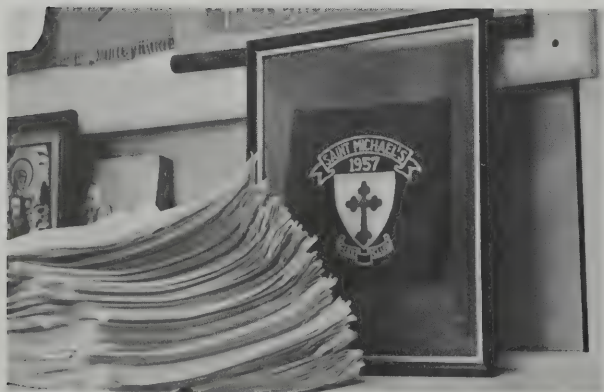
Perhaps the only rational alternative to a technological society is non-conformity. If nothing else, four years of higher education have instilled in me a fierce desire to retain my individuality. And yet, it should also be recognized that other people are endowed with the same freedom, even if it entails the sacrifice of that freedom for the temporary safety of regimentation and order in a highly structured society . . .







Then where do we begin? Each of us has his own approach to the particular problems even on this campus. For instance, the Crown and Sword Society would not be indicative of thought expressed in the *Michaelman* as the *Michaelman* would not be wholly representative of the Student Senate. And, of course, there is the Black Student Union, the Knights of Columbus, the Men's Club, etc. No, we are, moreover, a montage of personalities. There is no simple solution that can transgress that diversity.





Even among the general student milieu this dichotomy is evident. For within the community exists an even greater number of smaller cliques. And each of them exerts more influence on the individual involved in that particular group than any other collective or disparate entity . . .



We suffer, all of us, of vertigo. For it is this inner conflict that precludes any rational attempt at unity in the community. And yet, it is this same diversity, this same dichotomy, that serves to drain us of our vitality and leave us in total apathy.





Still, we may know that the suffering is voluntary and is, therefore, an enigma. A certain amount of diversity is healthy, but when it proceeds at such a vertiginous rate that it swallows the identity of the student outside the group, it becomes destructive.

We may be sure, then, of one thing. Most of us will assume a position on any one issue, but our involvement never progresses beyond the usual verbal bantering that occurs within any clique. We should realize that hope can only take form through action. A lack of action denotes a lack of hope. The lack of hope will only perpetrate a docile student body that is without aim; without purpose.

This is the abysmal situation that the college needs to face in the near future.





Once all communication ceases within the student body, the task of initiating "meaningful dialogue" between students and faculty, or students and administration, is nearly a hopeless one . . .





Then, one might consider the decision to go co-ed as a major step to alleviate the problem. Another might be the re-organization of the housing system. Still other areas which beg scrutiny, are admission's policies, curriculum, and the very concept of the classroom structure . . .









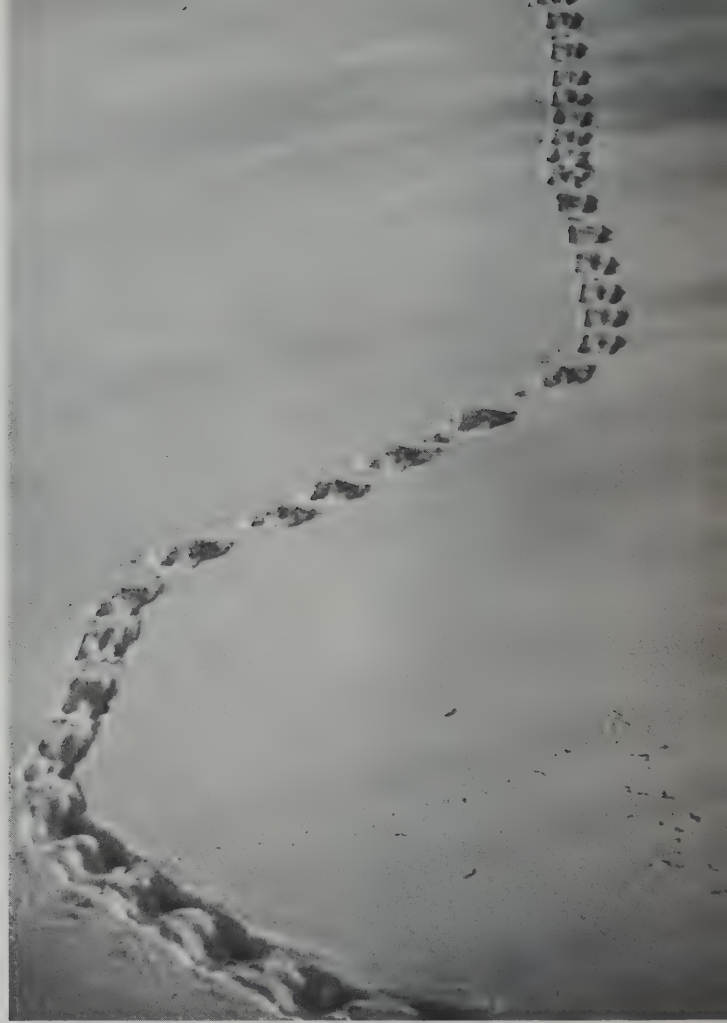
For it would seem that the college society has become as highly structured as American society. The answer, in such a case, would be to 'de-structurize' the conundrum of regulation and procedure that tends to shuffle the student into neat categories, ready to be filed away in someone's aluminum alphabet . . .





A stagnant institution must not expect all those within it to remain, as it is, contentedly immobile. Where change is necessary, change will come. It is the duty of the institution to recognize that change and to readily accommodate it. If it fails to do so, then it will also fail to exist.



















“I MUST TAKE A PERMANENT LEAVE OF ABSENCE FROM THIS LAND OF OZ”

Members of the Executive Committee, Senators, and students:

The events of the past week have led me to do much serious reflecting as regards my relationship to the students, and their relationship to me. In my speech of last week I emphasized the fact that I am not a politician and never said that I would be. I had wished that the common goals of the students could be achieved without student politicking. I must now admit that I was extremely naive in thinking so.

Although the vote tonight was 12–6, I only won the referendums by narrow margins. Therefore I still feel that I do not have the full support of the student body.

The student body on this campus must be radically changed. It is much too cumbersome—it has to be streamlined. Backroom politics and backroom politicians should not be integral to the student government! Yet our student government reeks of them. Ridding the school of this cancer will be a difficult task—one that must be done by the students. You must begin this task now or this year will be no different than those of the past.

The months of May and September probably exhibited more student activity on this campus than in all previous years. During my tenure as president, issues very real and very important to the students have been out in the open. People have showed concern. They want change, they say. I only question their dedication. I answer it is not there.

Therefore, due to technical difficulties, I must take a permanent leave of absence from the land of Oz. I appoint to rule in my place Mr. Fitzgerald, by virtue of his courage, Mr. Smith, by virtue of his kind heart, and Mr. Driscoll, by virtue of his keen mind.

In simple terms, gentlemen, I resign.

—Gene Rembisz



THE CHANGING SCENE

Members of the class of 1971 who may read this several months after leaving Saint Michael's are now properly concerned with jobs (or job hunting), the military and perhaps with a fiancée or wife. Those who may read this article on campus are properly concerned with classes, papers and exams, the draft and social aspects of campus life.

At any time, it is difficult for the president of a college or university to convey to students his feelings and understanding of those problems which seem



to have no bearing on day-to-day academe. One such problem, nevertheless, threatens the future of the college, the pride of every alumnus and the education of every student. Our mutual response will determine our future.

At the very moment when our nation's gross national product approaches a trillion dollars, American higher education finds itself in the worst financial crisis since higher education began on this continent three hundred years ago. According to the Carnegie Commission on Higher Education, over fifteen hundred institutions are now or soon will be in "acute financial difficulty."

Clearly then, the danger signals are up for Saint Michael's and for all of our colleges and universities. The news of almost each day contains stories of both financial failure and serious curtailment of programs. There are many factors which have contributed to this time of crisis. Clearly one of the most important has been and continues to be inflation. While the cost of living over the past six or seven years has been rising very rapidly, the cost of operating a college or university has been increasing at a rate estimated at fifty per cent greater.

Still another factor has been national policy. I think none of us will argue with a policy that states that all who possess the ability and the desire to go to college should be given the opportunity to do so regardless of family financial circumstances. Somehow, in the minds of too many, this has come to mean that all, including those who have neither the ability nor the desire to attend, should be provided a college education. The result nationally has been a staggering dropout rate and a lowering of academic standards. A companion problem has been the failure of Government to provide the funds necessary to make a reality the promise of a college education for the economically disadvantaged. Thus it has fallen on the institutions themselves to provide for much of this promise, with the resulting financial burden increasing the cost of education for all students.

In the haste to make room for increasing numbers of students looking for a college education we have rather stupidly continued to enlarge our systems of state colleges and universities without first pausing to determine if full use is being made of existent private institutions. The cost to the taxpayer has been phenomenal. If such a policy continues it would not

be surprising if the end result is the ceasing to be of our private institutions, with more and more of the eight million young men and women in college forced to attend tax-supported state and municipal institutions, adding to our already staggering tax load and undoubtedly lowering the quality of education.

At the very time when financial assistance is needed most, alumni and other benefactors are most reluctant to contribute. Some have already been "turned off" by student dissent and campus disruptions, by shortsighted, irresponsible student publications, and by attitudes contrary to their own. Foundations and government agencies have been prone to provide funds, in the name of innovation, much more readily for all kinds of studies and pilot projects than to assist institutions with grants to help meet operating costs, finance needed brick and mortar projects, and provide scholarships.

Nor are the administrations and faculties of our institutions free from blame. The Carnegie Commission on Higher Education gives administrators generally low marks for leadership, and as managers of our institutions. It is critical of faculties for their tendency to give insufficient consideration to priorities and to expand academic programs too rapidly. It also highlights the need to find a way to increase faculty productivity.

In view of the current state of public opinion, the general lack of concern by the national administration, and the nation's preoccupation with other issues, any systematic, coherent effort in the immediate future to alleviate the financial crisis of either our private or our public colleges and universities appears highly unlikely.

To sit back and wait is but a short road to failure. The only hope for survival is to act now, with all the strength, courage, imagination and daring that we possess. At issue is the question: will we have a strong, competitive, viable pluralistic system of higher education in the future such as has served our democracy so well in the past? I think we can and will.

Our course of action this academic year has been to point our college toward a strong future. If time were not of the essence to secure that future, it would have been far easier for all concerned to move more slowly. These are not times, however, that allow for leisurely decision making and deferred action.

We first had to decide and define clearly what kind of institution we are and intend to be. Simply stated, we are and will continue to be a Catholic college, a small college and a college of liberal arts

and sciences. Being a Catholic college is our greatest challenge for it means not only providing programs in philosophy and theology, as important as these are, or conveying to our students in the classroom a Catholic/Christian attitude, but even more importantly, it means keeping Christ in our own private and daily worlds. It means working together, inspiring each other, loving one another in a true Christian community that is Saint Michael's College.

We have defined "small" in absolute terms. Over the next five years we shall not exceed an undergraduate student body of fifteen hundred students, and in a companion decision we will maintain a ratio of students to teachers of no more than fifteen to one. The objectives of our academic programs have been clearly set forth in our statement of "Aims and Purposes" as approved by the trustees.

At Saint Michael's we shall strive to develop men and women with:

- 1) an ability to think clearly—to relate facts and principles in order to reach a meaningful conclusion;
- 2) an ability to write and speak effectively;
- 3) an ability to work with and apply the concepts and teachings of a specific discipline as the result of an extensive experience with it;
- 4) an awareness of and concern about other human beings and the condition of their existence;
- 5) an awareness of and concern about the theological and philosophical problems that man's very existence arouses;
- 6) a knowledge of their own cultural heritage as one among many.

After months of careful study and debate the faculty has recently approved significant changes in our curriculum. I believe these changes are in harmony with the traditions of the liberal arts and our stated "Aims and Purposes." If our new curriculum has a single, most important distinguishing characteristic, it is that it provides a far greater opportunity for the college to design a course of studies to meet the needs of the individual student. It also mandates a far closer relationship in a partnership for learning between student and teacher.

Other decisions have followed closely. The decision to go coeducational has proven to be valid and carries great potential for the future. This is true in terms of the quality of student attending the college, improved campus attitudes, and greater competition in the classroom. Our systems of budgeting and fiscal control have been vastly improved. Installation of our IBM system 360 computer enables

us to secure financial information quickly, accurately and in a usable format. Our accounting is up-to-date for the first time in years and we are now able to cost evaluate just about every function of the college, which increasingly will enable us to weed out inefficiency, determine cost effectiveness and identify best alternatives. New manuals and regulations have appeared to improve management of the college: a manual of faculty regulations, an administrative manual, a new student aid manual, a statement of relationship between the Society of Saint Edmund and Saint Michael's College, and new by-laws for the board of trustees.

To conserve future dollars, a program of preventive maintenance has been implemented as well as a program, initiated by Father Dupont, to modernize and fully utilize existing college buildings. Complete modernization and full utilization should be achieved within the 1971-72 fiscal year. The remaining physical needs of the college, for as far ahead as we can determine, can be met by the construction of a new fine arts center and a new sports center. Both are urgently needed. The trustees have approved a development fund campaign to raise \$8.5 million over the next five years. \$3.5 million has been earmarked for new construction and \$5 million for endowments. Architectural studies already made have determined the feasibility of building our fine arts center and our sports center with the \$3.5 million.

If funds are forthcoming from our alumni and benefactors in time and in sufficient amount, we will have completed plans and could break ground for both buildings by late fall of 1971 with completion eighteen to twenty-four months later.

Current total endowments of the college total only about \$400,000. They produce a very small income. Success in raising \$5 million in endowments will produce income to help us provide student aid and meet the increasing cost of faculty salaries. Success, too, will significantly reduce the pressure to constantly increase tuition and fees charged by the college. Our total development fund campaign is surely ambitious but it is also of huge importance to the future of the college. We pray for its success.

Many changes have been made in the administration of the college. A very simple philosophy has been followed—first, determine that the job is necessary; second, provide a workable system of reporting and accountability with a minimum of layering; third, the selection of the best person to meet the requirements of the position. Within this framework, there is the expectation that employees at all levels will work together as a team and bring their

particular expertise to bear on problems of the college. Major decisions, such as the one to contract food services with Saga, have been made only after examining all alternatives and reaching a determination as to which choice will best serve the short and long term interests of the college at the most reasonable cost.

Numerous changes have been made in the faculty. Essentially we seek to retain or attract not only those who have the best academic credentials, including the doctorate, but just as importantly those who excel in the classroom. In these days of such a high degree of teacher specialization, we must be alert to changing student interest among our concentrations to prevent, within our ability to do so, an oversupply in one concentration and an undersupply in another. Still other academic changes are an improved international student program for learning English as a second language, an expanded extension program which will emphasize

opportunity for achieving an undergraduate degree for those who have had their education interrupted or who cannot afford to attend college full time, and a summer school program which includes a wide range of graduate courses and an opportunity for high academic achievers to complete their undergraduate requirements in three years.

Early in 1970 the trustees approved a revised code of student conduct. Possible revisions to this code are currently being studied by the trustee committee on student policy and their findings and recommendations will be brought back to the trustees for final decision. As a Catholic institution of higher learning, I am firmly of the belief that student life at Saint Michael's should be in harmony with Catholic traditions and that we should expect more than the ordinary. The college has moved ahead rapidly to increase student participation in the decision making process. Students have been added to many college committees and provision

has been made to add them as members to seven standing committees of the board of trustees.

It has, therefore, been a year of change. It has not been a year of maintaining the status quo nor has it been a period of defeatism. Rather, we have been busy preparing for a greater Saint Michael's College of the future. We look to this future with both hope and optimism. We are not playing "follow the leader" to other institutions of higher learning. Instead we have been working to determine and do what is best for Saint Michael's College both now and long term. I believe we can continue to provide a first class education for Michaelmen and women thereby positively contribute to the preservation and fulfillment of the great AMERICAN DREAM.

To our graduates of 1971 we extend our most sincere good wishes for happy, productive years ahead. We hope that you will frequently return to revisit Saint Michael's and will retain an active interest in its progress.



DR. FRANK BRYAN

Shield: Having spent many years at St. Michael's as a student and later as a faculty member, what are the changes you have observed in student attitudes and goals?

Bryan: Well, generally, and I'm not sure this isn't the kind of "things were a lot better in my day" attitude a lot of people have when talking about their alma mater. But I think I see a disintegration of the Old Michaelman spirit we used to have here. The attitude was, back in the late fifties and early sixties, that this was the best Catholic small college on the Atlantic seaboard. And there was a lot more enthusiasm. If you want to be derogatory, you would call it the old "rah-rah" spirit. But this was the best on the Eastern Coast and there was a lot more pride in the institution than, I think, there is now.

Shield: What is your reaction to the recent attempts by the Student Senate to liberalize the Code of Conduct?

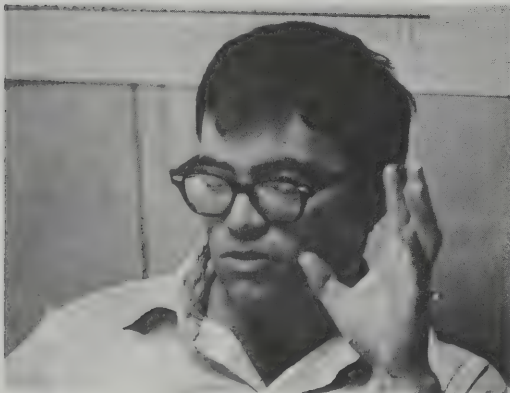
Bryan: Well, I like to see students trying things, but I think this is probably silly. Most of the demands they brought up were silly and, I think, probably misdirected. There are a lot more important things that

the students should be doing that I think would feed their lust to shaft the Administration in a more positive way. I think that a student-Administration conflict is natural. Therapeutically, at least, we could direct this towards more positive channels. I think the Code of Conduct should be, not liberalized, but strengthened; tightened. We've got too much student freedom here, I think.

Shield: In what areas?

Bryan: Student life in general. I don't know where to draw the line but I'm afraid that we treat our students too much like adults and they are not adults. When I was here, here I go again, when I was here we had a 10:30 bed check with 11:00 lights out. If you had an empty beer bottle in your room it was grounds for two weeks with no questions asked. Now, obviously, this would cause a revolution. But its just gone too far the other way. I think students have got to be controlled in the physical sense. Then, you can have a hell of a lot more fun breaking the rules.

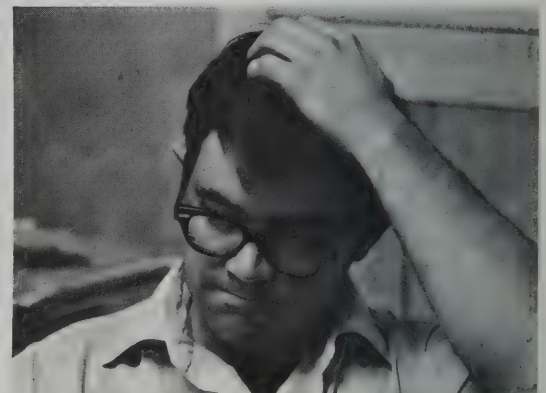
Shield: Do you think that all of the enforced restrictions you had when you were here increased the



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You can tell this administration only thinks buildings, because that's how they talk.



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student's pride in the college?

Bryan: Yes, I think so. I think the students then realized that they were associating with people who had the guts to tell them what was best for them; who had the guts to say: "I've been trained, I think I know what is good for you, and this is what you are going to do." I think that in terms of liberalizing, and I think students of all ages—I don't believe in a generation gap—that you guys are the same, essentially, as any other generation, admire adults with the stones to stand up and say what is good for them. You may not always agree with what they say . . . This administration is gutless. They're certainly not coming across to you people honestly. And, I think you might not like bed checks, but, at least you would know you were dealing with people who had confidence in their own abilities. And you can't be really sure of that now. I'm not, I don't know if you students are.

Shield: Then you would still stand by the comment you made last year when you called President Boutin an administrative coward?

Bryan: Yes, at that time. I'd stand by the statement that his action on the evening of the rally over Kent State. I thought that his statement that you students could do just about whatever you please was cowardly. And, it seems to me that Boutin has now read the mood of the country as shifting to the right and, therefore, he makes his speeches to the Alumni: "there will be no student takeover at St. Michael's." His hard line is a function of two things. Number one, it's a function of the fact that the country is moving over to the Right and Boutin as a politician senses it. Number two, it is also a function of the drive that everyone calls the building drive but which is supposedly for student assistance and faculty salaries. I'm intensely interested in faculty salaries and you should be interested in student assistance and wonder why the hell everytime you hear about that eight million bricks or whatever they're after, everytime you hear about it it's for a building fund. Piss, it's not supposed to be a building fund. It's supposed to be a fund in three areas. And you can tell these people only think buildings because that's how they talk. They don't talk about whether our poor, our poverty-stricken students will have enough scholarship aid. And they don't talk about a fund to keep the faculty salaries high enough so they will keep the good people here. They talk about buildings so Boutin can build his mall over here and walk around with fountains splashing.

Shield: How would you generally rate the faculty-administration relationship?

Bryan: Disintegrating!

One hundred per cent better when I was here with Fr. Dupont. Fr. Dupont was very aloof and stood away from it all. But you knew he respected the academic mind. You knew he understood what a degree was all about.

I think Boutin's priorities read: administrative efficiency, good student relations and good faculty relations. I don't think Boutin understands the faculty and I don't think he cares much about the faculty. *Shield:* Do you think Mr. Boutin was hired mainly as a financial expert for the College?

Bryan: I don't know. I think he was hired because—and I don't think he's doing a good job—I mean: if you're talking about straightening up the financial position of the college—and I get this intuitively—I think he's doing a good job and I don't knock him. For that reason and also, I think, because someone figured he could raise a lot of money for the school. But, I'm just guessing.

Shield: Certain members of the Student Senate have suggested the creation of a Faculty-Student Senate. Do you think this would improve the relationship between the faculty and the students and eventually, between the faculty, students, and the administration?

Bryan: No, I'd be violently opposed. I want to keep the students out of faculty affairs and I want to keep faculty members out of student affairs, except where they mesh in academia. I don't like to see professors in the Student Senate and I don't like to see students coming to faculty meetings.

Recently, we had two or three students speak at a faculty meeting and they were superb. I thought everything they said was great. But they took up my time and I thought it was a faculty meeting. I'm just opposed to that sort of thing. I'm an elitist in that sense.

Shield: What is your reaction to the new curriculum?

Bryan: I'm opposed to it. I hate to be so negative, but I really am. I think it sounds the death knell to the college, as so many things have recently. I think what the faculty really said in that vote was: "We really don't know what you people should be taking so why don't you decide for yourselves."

There are also real structural problems. I mean, should we concentrate so much emphasis on the Freshmen, and leave the upperclassmen to fend for themselves? Do we hope that they find enough electives?

For example, our department (Political Science) is going to have to devote four or five teacher loads,

i.e. three hour preparations, to this introductory course for the Freshmen.

Anyway you cut the cake, and they try to weasel out of this, but they can't; that means this much is not going to be spent on upperclassmen. I think the idea of spending more time with Freshmen is good, but you are not going to tell Freshmen or help them decide what to take with this concentration in the Freshman year.

But, aside from that, it's very analogous to walking into an airplane, on a cross-country flight, and the pilot coming back and saying; "Listen, I'm not sure my training in flying this airplane is good at all. Why don't you just take a vote among yourselves and let someone else fly the damn airplane because I'm not sure that I'm competent enough to do the job." Certainly, the administration of a college is just as sophisticated and difficult, and the nuances are more subtle than flying an airplane. And if we haven't got the guts to stand up and provide a curriculum for our students, what the hell respect are they going to have for us? Why go on to be educated?

Shield: What sort of curriculum would you have proposed?

Bryan: I hadn't thought of anything different than what we had, except that I would like to see the Language requirement remain exactly as it is. I'd like to see Theology required at least six hours. I'd like to see six hours of Humanities required; Philosophy required. I think re-strengthen the Humanities if we could. More emphasis on Philosophy, Theology and especially Logic in the Freshman year.

Shield: Is the general atmosphere at St. Michael's conducive to intellectual pursuit?

Bryan: The feedback I get from the students is that it isn't. But I think that's kind of babyish. I mean, what the hell is an intellectual atmosphere? If you have a room where you can go, shut the door and keep the noise out, you have an intellectual atmosphere. It certainly is as good or better here than at U. Conn. where I was. If you are talking about the physical apparatus, I don't know what goes on at the library. I'm not usually there in the evening. And about the dorms, I don't know.

If it's quiet enough to get into a hole somewhere and study, you can study. And, to say that you need this and that for an intellectual atmosphere is, I think, babyish.

Shield: Should the college today be merely an academic challenge or should it be a maturing process at the same time?

Bryan: If you established a tight and rigorous four years of academic pursuit, then you are going to

mature people; they are going to develop. I think the emphasis has to be on intellectual maturity. And, to hell with them; if they can't hack the shift from family life to student life to outside life, I don't think we can be overly concerned with them. I think we have to develop minds here, and spirits. But if what you are getting at is do we need more social life and that sort of thing, no. If you can't make your own social life, and again, the students are being babies about it, what the hell do they want the pros to do? Provide them with dates? I hope you are getting the gist of what I'm saying.

Shield: Should students have representation on committees whose basic function is to determine student life outside the academic circle?

Bryan: Sure. I'm all for student representation on committees as long as it's kept within bounds. That is to say that the faculty and administration can out-vote them easily. I want you to be heard but I don't want you to control.

Shield: How do you feel about the future of St. Michael's?

Bryan: I really feel that St. Michael's College, and I don't like to use popular jargon, but let me say we're in a crisis period. I hate the word crisis, but, here we are, a small, Catholic, liberal arts institution. It's as expensive as hell to go here, let's face it. If a Vermonter comes up to me today and says to me, "Where should I go? To St. Michael's or U.V.M.?" what should I tell him if he's got money problems? I must be honest and tell him, U.V.M. I would not have said that four or five years ago. I would have said to him, "listen, your choice should revolve around what you want. Because, St. Michael's can offer you something different spiritually and U.V.M. can't.

You see, it can offer you a conservative, Catholic education. Now, if you want that, St. Michael's is good for you. If you don't want that, go to U.V.M."

Today, I have to say in any event, go to U.V.M. because St. Michael's offers nothing different. What we have to decide at this college is how we are going to survive over the next twenty years. Are we going to survive by cutting away all of our restrictions; by throwing away everything that makes us distinctive? And what makes us distinctive, or did, was our conservatism, which most people are reacting against now. Are we going to throw away all those things and enter the competition for students with a three thousand dollar bill to go here for a year?

And although our faculty is as good as U.V.M.'s it is no better. We've got to face it. Our facilities are no better, they're probably worse. So, what have we

got to offer students?

It's my opinion that there are fifteen hundred conservative, Catholic youth on the Eastern Seacoast who would enjoy a college that was different. And, we could survive this reservoir of people. But we're not going to survive by throwing away all of our distinctiveness whether you like it or not. We cannot compete with State Universities and community colleges with public funds. We could not survive. And that's where Boutin is not providing leadership.

There's a difference between managerial efficiency and leadership. He is not leading the college anywhere. He's good in managerial efficiency but what we need is a leader. We need someone who will say this is what St. Michael's is going to be. That

movie he produced was a farce, it's ludicrous. And if you want to put that in the yearbook, I'm fine. Everyone knows it's ludicrous. President Boutin was lying and there's no doubt about it. You've got to be precise in your language. He was telling people things about St. Michael's that weren't true. So I can see real problems in the future and I think this is why we are disintegrating. There's no leadership here. We don't know what we are as an institution. We're not an institution anymore. We're trying to tighten up the managerial processes and make a little money and we've lost all distinctiveness. We're competing with U. Conn., U. Mass., and you can't ask a kid to waste his money and come up here.





DELANEY,
BONNIE
AND
FRIENDS



FOUR YEARS

During the last four years there have been many pleasant memories—especially with your class—for I can remember being as new as you.

My first encounter with the students was a tentative food strike. It seemed that everyone was tired of eating industrial food. After a few discussions we resolved that and went on to look for encounters. In that sense, your class was no different than any other. We had our ups and downs.

I guess the next fiasco was when we went over to UVM to play basketball. About 200 men couldn't get into the game. Somehow, one of our ingenious seniors—present seniors, that is—decided that he knew how to open one of the big doors in the back of the gym. When it opened, in rushed 200–250 Saint Michael's students to watch the game. How about that Eddie?

We finished that year with about \$36,000 worth of damage to the college. Oh yes, that was the infamous "P-Day" when you decided to tear our campus apart. It seems as if your class has matured over the years, there seems to be a unity, a good feeling. It's very hard to explain what has happened over the last three and a half years at Saint Michael's. It's a good feeling. This year, I don't believe we will have in excess of \$6,000 damage for the total community including the North Campus. This, I feel, is a major step forward.

Let's talk about some of the great things you have done during your four years, not just academically. Four years ago, you started our first Christmas Party for the underprivileged children of our area. This was a tremendous success. Then you decided that we would have an Easter Party and egg hunt. This again was a success. And this has gone on for these four years that you have been here and each year it has grown in size. This has been a tremendous surge forward because the people of the communities now say the students of Saint Michael's are not animals. There's more respect.

Most of you can remember when we started to build the Ski Slope. Some of you laughed, some said it was a dream, but many of you came out with axes, shovels, and saws. There was many a blister, many a sore back and many a big head after many, many hours. But we finished the ski area and we ex-

panded on it again last year and I feel that we will again build on to the ski area. This was a step forward. You increased the intramural sports thanks to many of the students of your class who helped make this possible.

Of your class, there are four great people who helped to create, and I mean create, a Fire Department-Rescue Squad. In my opinion, the engine is one of the finest pieces of equipment in the State now. This squad has generated more goodwill between Chittenden County and Saint Michael's than I could ever express. It has cemented public relations with the communities that did not exist before, because you can well remember when we came to Saint Michael's College, that it was impossible for Michaelman to walk down the street, especially if he had had a few beers, but now he can walk down the street in pride, because a policeman says "hi," not "move over." This is a step forward.





Cambodian crises when the left, the right and down the middle students banded together in solemn tribute to the four who died at Kent State. You marched through the city of Winooski. You had moratoriums without incident, gentlemen. These were the greatest steps forward because we had unity. In colleges and universities across the nation, where they lacked this unity that you seemed to possess, they had turmoil and destruction. Yet you patrolled the gates of Camp Johnson to make sure that no one got in, watched our dormitories so that no one could come into our dorms and cause damage. This, gentlemen, was the first major step forward in making this college a very united college. I've heard nothing but praise from the mayor, the police chief and the concerned citizens of Winooski.

In the future, the other classes will come here and they will try us on for size, they will try to continue many of the battles, many of the confrontations that have started during this year and years past, but I feel that your class has made the major steps.

We now have parietales. When you came here, we did not. You can now drink legally in the State of Vermont. When you came here you could not. You have more freedoms now than ever before at Saint Michael's College.

I know that most of you will always look back and come back to the college on the hill. Some of your class didn't make it. Academically they failed, many of them had to learn the rules of the college the hard way, but the remarkable thing about that is that I seem to see these faces appear on campus time and time again, so their heart really is at Saint Michael's College as yours is, and I know that you

It would be very difficult if I were to sit here and try to say "thank you" to all the students who have been part of my life during these four years. You can't say "thank you" to people like Oakie, Jerry, Bill and Pete and on and on. But your class has been a great help in uniting this college. I think *the* major step forward came during the Kent State-

"I THINK THE MAJOR STEP FORWARD CAME DURING THE KENT STATE-CAMBODIAN CRISES . . ."

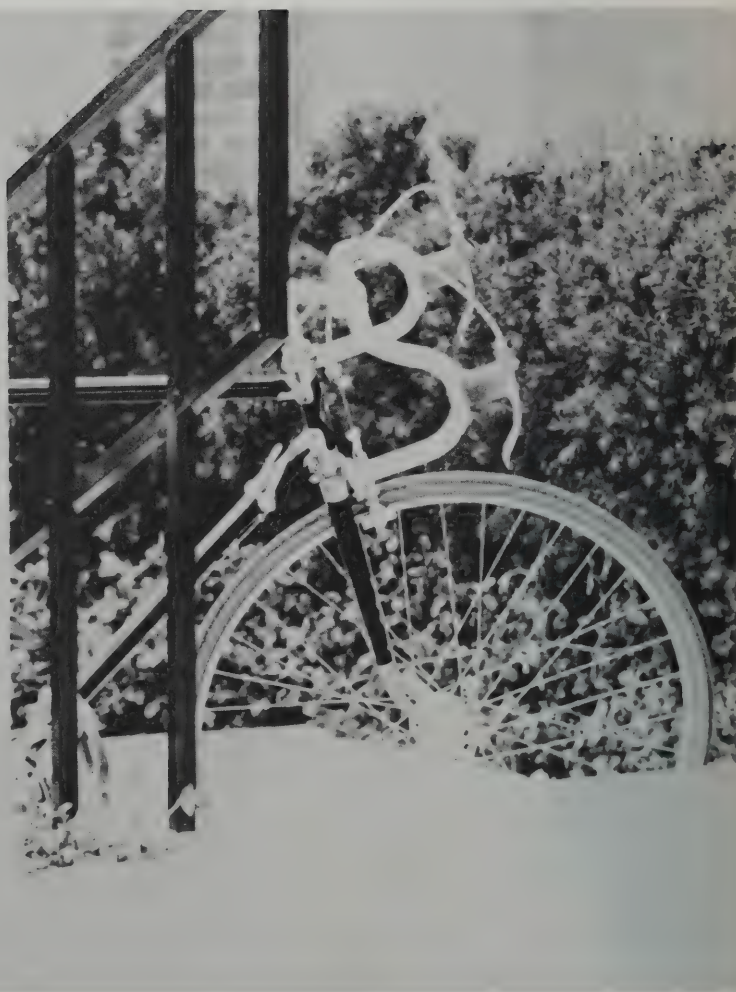


will return to the college.

Gentlemen, the future is yours now. Many of you will marry and have large families and go on to great position in life. I wish you all the success in the world. I pray that our four years together has meant as much to you as it has to me because I firmly be-

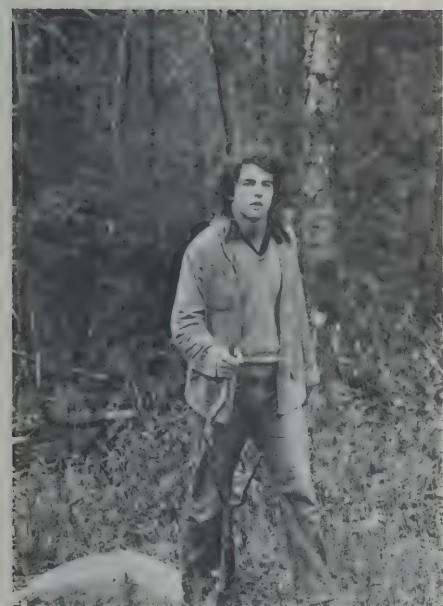
lieve a man can accomplish any goal he sets for himself. So, to you, I say Aim High and Climb High. Not all of you can be leaders. The Class of 1971, however, will yield many future leaders in politics and business and also in the field of community and human relations. Of this, I am sure.

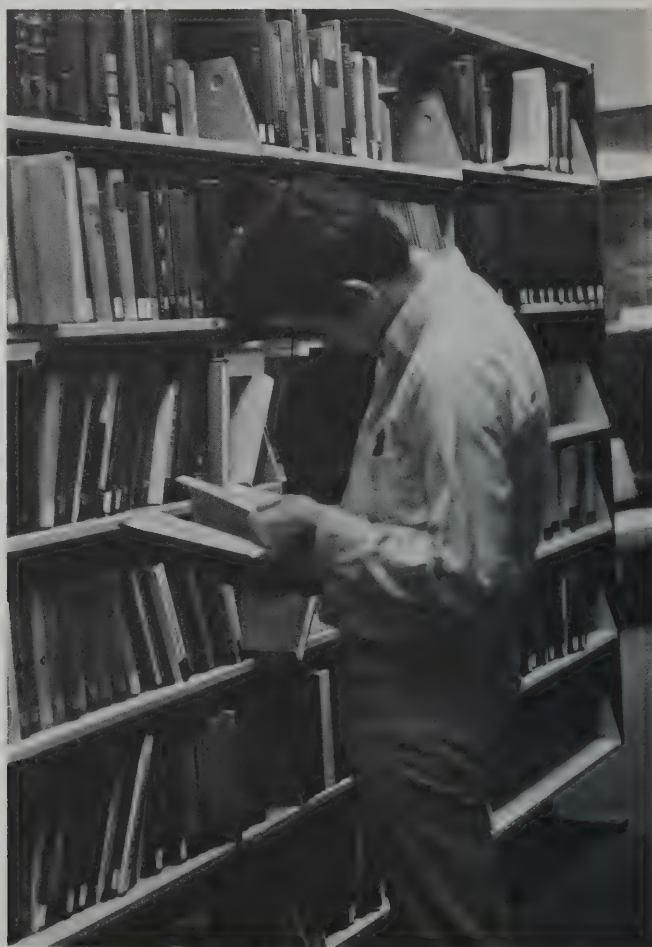
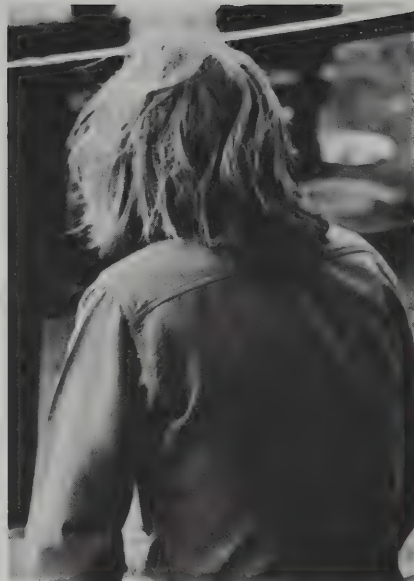
—Donald Sutton

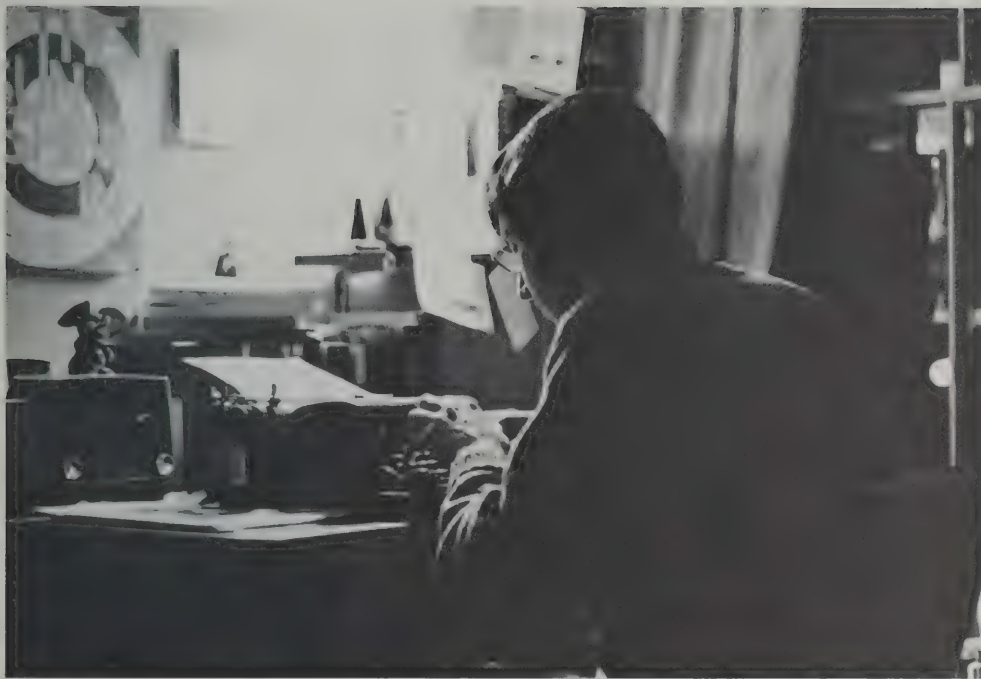












DR. JOHN REISS

Shield: Last year, Doctor, you were named to serve on a committee whose ultimate aim was to help students with drug problems. What, specifically was the role of the committee and why did it fail?

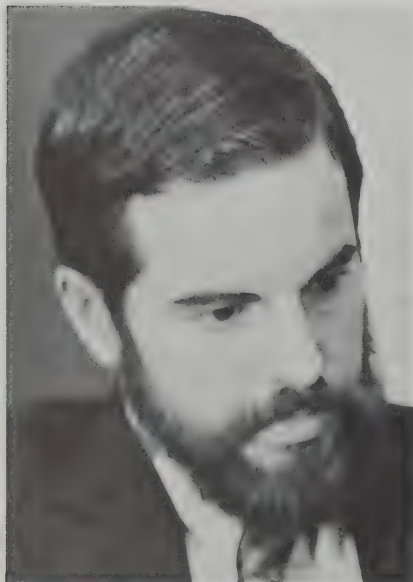
Reiss: Well, I think when we were first appointed to the committee we weren't quite certain what our role was, except that a new Code of Conduct was going to be formed and that they wanted representation from students and administration and from faculty. At that time, I thought it was strange to have faculty members involved since we were not directly concerned with Conduct; that was an issue between administration and students. There was some fear that we might be caught in between. But on the other hand, how things fare on campus does affect the faculty and does influence our teaching.

I suppose I didn't take as avid an interest in the Code of Conduct as perhaps I should have, because it seemed you could write anything you liked in the Code of Conduct. It could be as satisfactory or unsatisfactory as it might turn out to be. And yet,

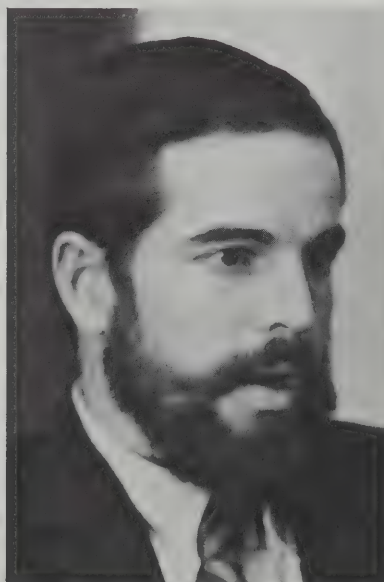
its how people live up to it or how people enforce it that determines whether its a success or not. I suppose if it failed, and perhaps it did, it failed because in some ways it is an impossible task.

It's going to be hard to satisfy both the administration and the trustees in their way and at the same time, satisfy the students in their way. And, I suppose, it isn't satisfactory to have a couple of students on the committee and those students perhaps selected by the administration and then claim they represent the student body. And yet, if you have the student body represented to a large extent, you are going to have a considerable difference of opinion. So, I think it's a very difficult task and if it didn't succeed it shouldn't be too surprising.

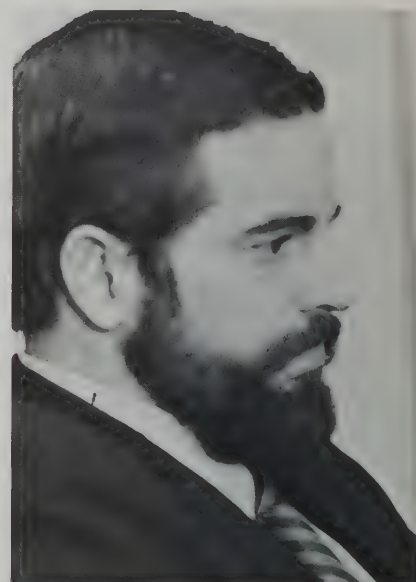
Shield: When the Student Senate decided to discard the official Code of Conduct and adopt one of their own, you were reportedly in favor of calling the committee into session. Were you sympathetic to student grievances?



I suppose I didn't take as avid an interest in the Code of Conduct as perhaps I should have, because it seemed you could write anything you liked in the Code of Conduct.



The Chairman of the department has traditionally had the right to renew a person's contract or to refuse to renew a person's contract, if he doesn't have tenure, and that's his choice. If the man has tenure, then he must show just cause and it's much more difficult.



I think that one problem is a great feeling of inferiority on the part of many students and part of the students attitude toward the school itself.

Reiss: Well, what was happening all last fall was that students would come up to different members of the committee and ask if they would agree to meet on the Code of Conduct if it was shown there was a need to do this, and if a majority of the members wanted it this way. Whenever I was asked that—I never felt personally too strongly one way or another. But obviously if the students were irate about something and felt something could be done and could give some indication of this, then I would be for it.

It seemed to me that the issue was, more than anything else, parietals. And yet, when the issue of whether there be a Code of Conduct meeting, nearly everyone would say “Well, parietals are not the only issue, they are not even the most important issue. Some students would say I don’t even want 24 hours parietals.”

On the issue of parietals I always seemed to think that 24 hour parietals couldn’t have much justification. At least the arguments in favor of them were not too good, but it never occurred to me that I’d have too much to say about it anyway; that the students had their opinions and the administration had theirs.

In one respect I can see where students get so upset about violating the principles of things, about saying one thing and doing another. But on the other hand it always seems that there is a constant need on the part of the students today to have the administration, or someone in authority to say “Yes, it’s all right, go ahead, do this.” It seems that in past generations students did what they wanted to do, obeyed this and disobeyed that and didn’t worry about someone saying well, I think this is right and this is wrong.

Shield: Concerning the way the entire incident was handled, and the adoption of a new committee, the Student Policy Committee, do you have any opinions on just how the administration handled that affair and whether you thought it was wise to do it that way or not?

Reiss: I think people can proceed in just about any way they want to, whether it’s the right way or not, whether its advisable or not. The Student Senate can vote if they like to disregard the Code of Conduct and then symbolically show that they do this, but I don’t think that this solves the issue.

The administration has, I think, a right to claim certain kinds of laws and certain kinds of principles that they are going to insist on, whether they can get away with them or not. And the same thing with students. If students can refuse to abide by a Code of Conduct and then get away with it. So much of

the discussion is academic. Even though I was on the committee, I was not in a position to say, without knowing all the facts, or even knowing many of them, that the students are simply wrong here because it’s a kind of symbolic act: we don’t like the Code of Conduct for a number of reasons and so we reject it. Maybe that’s more symbolic than anything else.

This also applies to the administration. The administration refuses to meet on this. And why? Because their reasoning is it’s just a matter of parietals, 24 hour parietals, and we’re just not going to budge on this.

Oftentimes, there’s a game of issues if there’s a feeling of discontent. The student body will say we want this, whether they really want it or not, insist on it, and eventually force the administration to say okay, you can have this or part of this. And then saying, well now we want this and this becomes a game. I think there’s too much legislating and speaking out about you can’t have this or you must behave this way; but obviously, some of it is necessary.

Shield: How do you evaluate the faculty-administration relationship, specifically in regard to the controversy concerning Mr. Enright and Mr. Caswell and their dismissals? Do you think the incident has strained relations?

Reiss: The chairman of the department has traditionally had the right to renew a person’s contract or to refuse to renew a person’s contract if he doesn’t have tenure, and that’s his choice. If the man has tenure, then he must show just cause and it’s much more difficult.

I think of the issues that has been involved in the situation more than any other is to make public grounds for dismissal, whether a man has tenure or not. And, I think that if I were a student I would argue very strongly in favor of making every thing public because if the truth is known then the best policy should win out.

But, there is another side to it and that is that different people and not only the person who is being dismissed, but primarily him, the reputations can be damaged in ways that it is not necessary to damage them. In other words, if a person does not have tenure and you have to explain all the reasons why he is not being rehired, you might be damaging that person’s reputation in a way, whereas you could just say well, they didn’t renew his contract.

I suppose its no different than a business where a man is not rehired. If you ask someone to explain all the reasons, it might be bad for him, but somewhere, someone has the right to hire this man and

not another, and to retain this man and not another. It's not an easy question to answer.

Shield: Certain members of the Student Senate have suggested that a faculty-student senate be established. Do you think this would be beneficial to the relationship between the faculty and the students, in so far as it would concern common aims and common problems?

Reiss: I think where there is a tremendous need for better relations between students and faculty is in the classroom, where the faculty member takes into account the student's strengths and weaknesses. There it is crucial, whereas in the Student Senate the student wants to run their school the way they want to. The faculty might have some ideas on it, but they shouldn't be confronted with running the school. I think that the time spent in that direction could be spent by the faculty improving their abilities to be a good teacher, to understand their material better than entering in on certain kinds of problems that affect them only indirectly.

Shield: What is your reaction to the new curriculum which was recently adopted?

Reiss: I think it has two main objectives; that of having close contact with Freshmen, having small Freshman classes and having Freshmen have advisors in the fields of their interest, is terribly important. And that the advisor would see these people in class as well as outside of class, because the advisor system has not worked at all, and I think that it is terribly important, especially for Freshmen. I think it's also important that the different departments earn their way and that no department be strong and have many members simply because the administration has decided that that department should teach a larger number of required courses. On the other hand, I thought that the new curriculum was not adequately planned in all ways, that it has some serious deficiencies. I think I would be in favor of more guidance and structuring in courses that were required of students, but I doubt if you could get away with it now. And, if you can't get away with it, then you can't have required courses that say you have to take a language requirement. Or, this person majoring in history must take a course in a certain area or take two or three defined courses—if you can't get away with that, if it is going to displease students tremendously, then there's no point attempting it.

I voted against the change in curriculum, not with complete confidence—because I did like some things in it and I think I can live quite well with the new curriculum and I think it would turn out to be very successful. I only wish it had been planned dif-

ferently in a number of ways.

Shield: Then you would believe that by removing requirements in Philosophy, Theology—I'm not sure what the curriculum committee said,—aren't they threatening the very objectives of a liberal arts college by allowing the student too much academic freedom?

Reiss: Obviously, there has to be some definite advantages in allowing the student to pursue his own interests. But on the other hand a student can change his mind and cannot always anticipate the use of certain subjects which might be advisable to take. When I first came here, I disliked the curriculum as I knew it, mainly in the English department. My main objection wasn't so much the curriculum structure, the kind of courses they had to take, but they didn't have a sufficient number of electives in English. They had required courses and they were courses that you took for two semesters consecutively and from the same instructor. You had very little choice. If you were lucky, you could choose two or three electives in English. And there weren't many electives being offered because everyone had to teach these required courses.

As a result, instructors were teaching courses they would rather not teach and were not able to teach the courses they would like to teach, simply because there was neither the time nor the opportunity in which to do it.

And so, I was very emphatic in arguing for changes in the English department. Then, other departments changed and there was the argument for changing the curriculum in general. These arguments, however, tended toward complete freedom; the language requirements aren't working out, people really aren't learning languages, it's just a bother, so let's just get rid of them. This also applied to philosophy and Theology courses. I think the new curriculum will solve some of the problems, but it will fail to solve others.

Shield: What do you think of the student as a scholar and do you think that there is any academic stimulus at St. Michael's?

Reiss: I think there is much more of a stimulus than the faculty indicates there is or that student dissent indicates there is. I think that one problem is a great feeling of inferiority on the part of many students and part of the student's attitude toward the school itself. I think where this really hurts is with students who have outstanding talent or who are very aggressive and who won't get as much out of their education as they can. These people are too often discouraged by other students and by a general feeling on the part of the faculty that this is not a

great citadel of scholarship. So, you get a very good student who does 'A' or 'B' work in his classes but who is not really extending himself as much as he should. By his senior year, when he has been nominated for some Fellowship or is trying to get into graduate school, he suddenly discovers a completely different attitude on the part of other students at other schools where you have a sense of tradition. We must encourage these students to pursue various Fellowships and to take a less negative attitude. Some of these students could become first-rate scholars.

Shield: What do you think is the role of the student in college today? Is it simply an academic endeavor or do you think it is also a maturing process

Reiss: I don't think too many people go through a maturing process in college. Often times people are mature before coming to college. Maybe they mature while in college, maybe they don't change until after college. It should be assumed that a student has a certain kind of maturity when he comes to college, that he is almost an adult.

The idea of having students learn the hard way and learn by experience in college is, in fact misusing the college. For the student can learn that anywhere. In fact, he could probably learn that much better by going out, bumming around or getting a job, or any of these ways. College gives a false sense of security and exerts too protective an influence.





SPEAKERS
AND
EVENTS

Malcolm Boyd

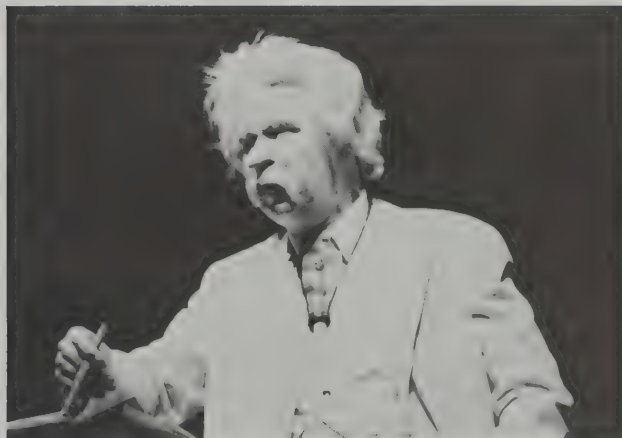




Ned O'Gorman



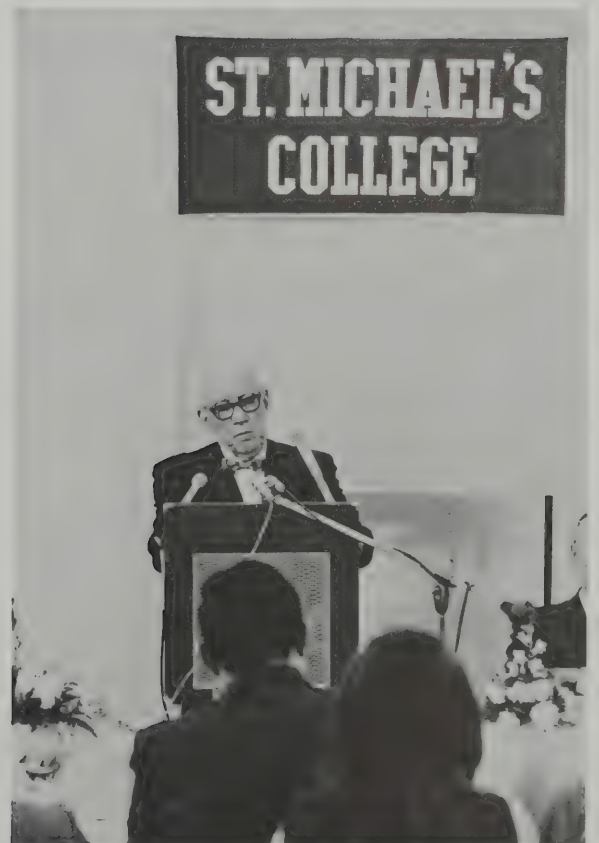
Tom Noel





Noel's performance rated excellence on more than one score. The easy drawl and the thoughtful pauses which brought Twain himself success as a lecturer and humorist, were not lost in Noel's performance.



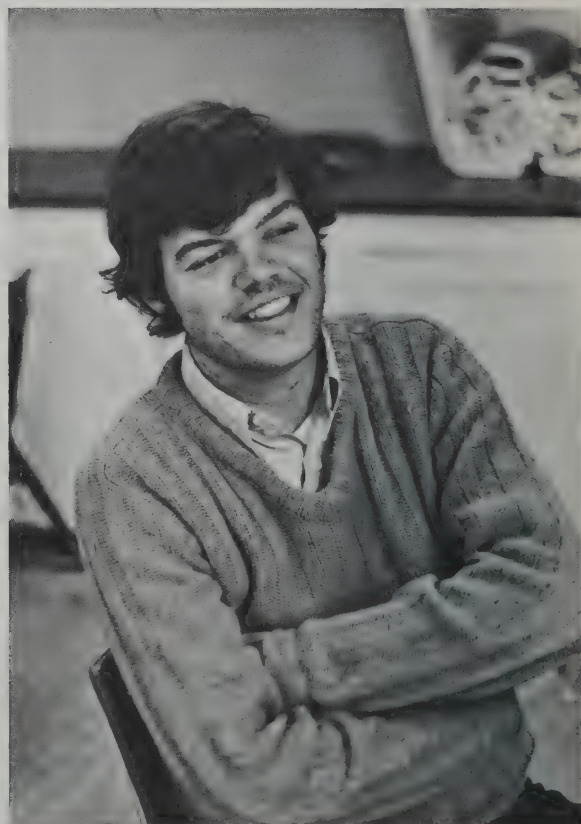


THE
MICHAELMAN



We enter this world in the midst of an endless war. No one ever wins. Is it a dubious battle? "What though the field be lost? All is not lost—unconquerable. . . the courage never to submit or yield." I never understood those words until now. I know the battle is not dubious.

Leon Uris, *Mila 18*



"This ship is sinking," they told us and we took the information in stride. Of course, we absorbed most things with that same graceful demeanor. "Nothing can be that bad," ran our logic.

President Boutin found it "unfortunate" that he be forced to defend himself against "three or four students" who were "determined" to destroy the image of the college. This was after the *Michaelman* had implored the trustees to seek his immediate resignation.

Earlier they had been quite thoroughly damned by a carefully chosen committee called, ironically, The Student Policy Committee.

Yet, never before in the history of the college had the *Michaelman* aroused such sentiment, not only in the administration, but also among the faculty and, god forbid, certain segments of the student body.

Each week, fewer and fewer copies could be picked off the Post Office floor. And on this campus, one might describe that phenomenon as a measure

of success.

Few people realize just how much time and energy is required to put together a weekly college newspaper.

Greg Marquise and Dan Florentine edited a newspaper which went beyond the usual non-descript banter that had plagued the newspaper in past years. This much should be recognized whether one agreed with its position or not. For the diversity of its content was a relief to most of us who had become accustomed to the public relations approach.

You might say in twenty years that, yes, this was the year the *Michaelman* called for the resignation of the college president. You might say, of course, that this was the year the *Michaelman* ran pleasantly amuck. Then again, you might not even remember the *Michaelman*.

Be that as it may, the audacity of this version of the *Michaelman* may never be surpassed. And, in a lot of ways, that may be a very sad thing.



STUDENT SENATE



ENTHUSIASM WANED WITH EACH MEETING

With the decline and fall of Gene Rembisz from the campus political scene, the Student Senate quietly slipped into the lethargy that had been its trademark since its inception. But once John Daignault had been re-elected as Vice-President of the S.A., the tempo quickened. He and President Paul Fitzgerald, along with Homer Keyes, spearheaded an offensive against the administration that, if it had succeeded, would have radically altered the Code of Conduct.

The battle was waged in the local media, the Sen-

ate sought out legal advice, President Boutin went into seclusion, and 95% of the student body supported the Senate's action. But it was to no purpose, for not one of the revisions ever found its way to Mr. Boutin's heart. "Students will not run this college," became his single defense.

Thus, it is still an offense to use profane language on this campus, and it will still cost you \$10.00 to register your car. Of course, few of the rules are enforced to any degree, and even fewer are respected among the student body . . .

AGAIN, THERE WAS A LACK OF IMAGINATION

The second semester was seemingly a waste. Daignault resigned in frustration and the Senate began to meet bi-weekly. One senator even proposed that the Senate disband, but fortunately, one supposes, they did not.

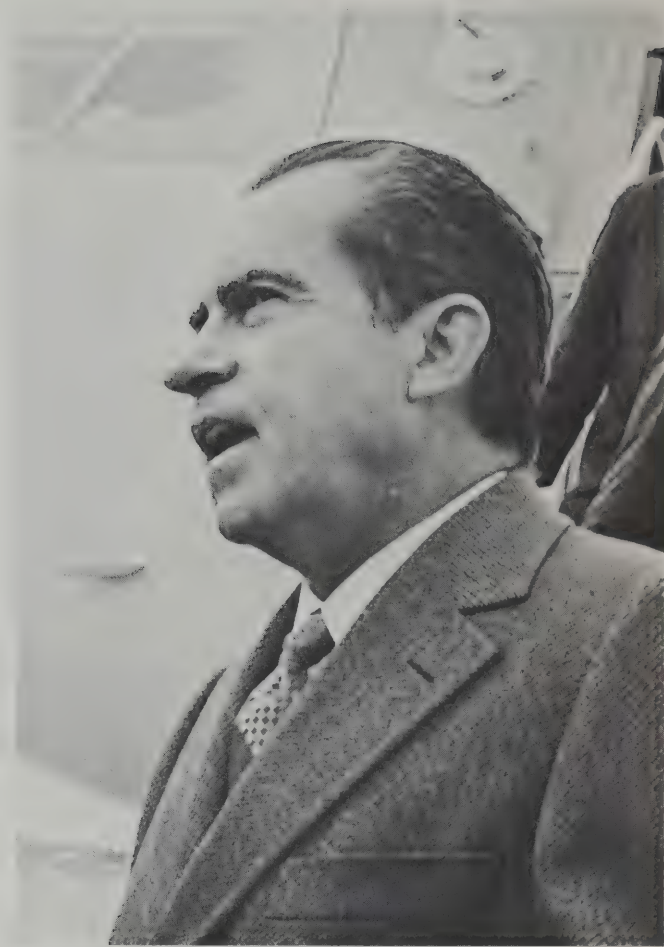
Attempts were made to formulate a Student-Fac-

ulty Senate, but the faculty manifested even less enthusiasm than did the students.

At the end, Fitzgerald defeated Freshman Mark Hawley by 30 votes to become the first person to serve two terms as President.



I'd never seen a President before. I guess I was pretty excited about just being in the same room with him. I remember waiting in the National Guard hanger and being very impatient. Every few minutes I would look outside hoping to see Air Force One on its way in. And then, there it was. The band struck up "Hail to the Chief" and then, there he was. The President of the United States of America. He spoke and I listened without really hearing what he was saying . . .



It didn't last long. Soon he was on his way back outside and I followed him. Outside I saw the soldiers. They were the soldiers who protect the President. They were the soldiers of Southeast Asia. They were the soldiers of Watts. They were the soldiers of Kent State. They were his soldiers.

People tell me that its not his fault. I don't know. But I'm not excited anymore . . .













You learn to respond to freedom. If we let kids make free choices from the first grade on, then we wouldn't have any problems at all by the time they were Freshman in college.



Shield: What were your reactions to the new curriculum changes?

Wehmeyer: Obviously I feel as though they were very favorable although I don't think they went as far as they could have gone. What we got is a move forward from what we had though.

Shield: In what way?

Wehmeyer: I have been for some time an advocate of increasing the number of electives for the students. I'm opposed to concentrations which were retained in the curriculum changes but at least we have emancipated fifty to seventy percent of the curriculum for most of the students and I think this is a benefit.

Shield: Do you think that Freshman will now have a greater freedom of choice in his courses?

Wehmeyer: Well, the freedom will be there. Whether the freedom will be well utilized or not is a question that many of the faculty have raised. The missing part of the curriculum reform is the advisor system which we have tried in many different ways, none of them terribly successfully. But, if the freedom is to be exercised correctly we're going to have to change that. The relationship between the Freshmen and the faculty will have to be strengthened because there will be just too many bad choices being made.

Shield: How do you plan on structuring the faculty advisor system?

Wehmeyer: Every Freshman will be put in one area study group of the five required of him in his Freshman year. He will be in a course where he has a teacher who will be teaching no more than ten students. That instructor will automatically become his faculty academic advisor and will be charged with guiding him in the selection of courses from the end of the first semester, throughout the Freshman sequence courses and until such time as the student is ready to elect a concentration.

Shield: Do you actually think that a student can come from a highly regimented high school and then cope with "academic liberation" at St. Michael's?

Wehmeyer: I think it is possible. You learn to respond to freedom. If we let kids make free choices from the first grade on, then we wouldn't have any problems at all by the time they were Freshmen in college. It really can't function much worse than our

present system.

Shield: What do you think of the opinion that the new curriculum will spell doom for St. Michael's?

Wehmeyer: Do you mean that St. Michael's will lose its identity as a liberal arts institution?

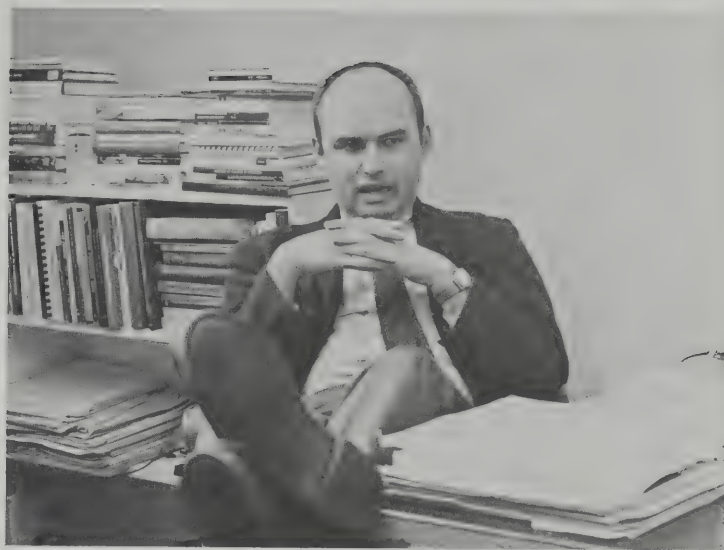
Shield: Well, what kind of an identity did St. Michael's have to lose?

Wehmeyer: Identity depends upon what you project to others. And, you never have an identity that is unchanging. The liberal arts have to change because the nature of life is changing. What we're looking for is either a new structure for existing courses, those rather traditionally identified as liberal arts courses, or perhaps new courses, new elements which would be modern liberal arts. For example, there is some reason to suggest that the formal study of English, I don't mean literature I mean all those things that went on in Freshman rhetoric and composition, is not reasonable. After studying a language for twelve years why we would insist that anyone coming into this institution needed more formal study of English is certainly questionable. What they do need is the study of communication, the media. They do more communicating with a television set than they do with people.

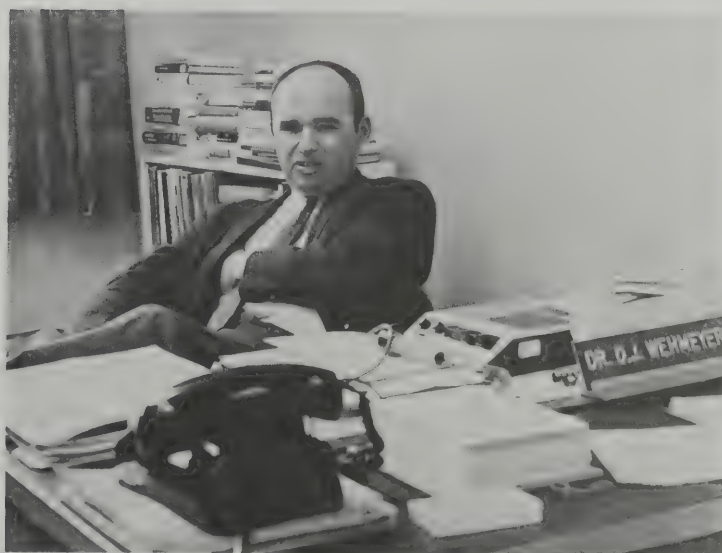
So, what we're saying is that I don't think we've lost any identity—I think we're continuing a search. I can anticipate new areas of study and new emphasis in our curriculum which will identify St. Michael's as a liberal arts college.

Shield: How would you say that St. Michael's had progressed or regressed since you were a student here?

Wehmeyer: First of all, we're now getting a much different type of student. The kids now have experienced a different high school structure from those students of the last decade, during the Fifties and Sixties. For that reason they are used to more freedom and so they do not respond terribly well to the fact that a whole lot of things are prescribed for them. I think that was evident in the first curriculum change in 1965 and I think this was also a factor in the curriculum change of 1970. Kids are no longer going to be told what to do. The same things aren't good for all kids. They're used to independence, freedom and choice and they're not going to come to a college that offers them less than they had in



Students are not going to come to a college that offers them less than they had in high school.





Weymeyer: Financially, and I think you ought to start there, I think that if you were to talk about St. Michael's during the early Sixties when money was still loose, you'd be talking about a school that had tremendous affluence. The school has always done quite well financially over the years.

Then we got hit like most schools got hit with tight money and some deficit spending, less I think than other institutions like us. But, one thing that I think Mr. Boutin has brought us is a really very keen business sense and a realization that if we went very many years with deficit spending then we would certainly see the end of the rainbow.

Financially, I think the needs of the college are being met very well. The students then can look forward to the fact that money they are now paying for their education is probably being plowed back into the institution in the sense of an investment. You're not going to be one of these people who has a de-

high school.

Also, there was little if any problem with the kind of pressure that have increased the use of drugs and alcohol. Oh yes, Michaelmen have always drunk. You can go and ask Father Hamel about that. He'll tell you that we drank more than naval officers.

In response to complexity in life, there was no war in 1960. There hadn't been a war since the Korean War. So, the kids who came here in the decade of 1953-1963 hadn't had to face this kind of a problem which is now a very real concern.

Finally, I think that in comparison with other institutions, the students here are really quite conservative. However they're certainly a far cry from what we had here twenty years ago.

Shield: Do you feel as though the administration has been successful in meeting the needs of the college?

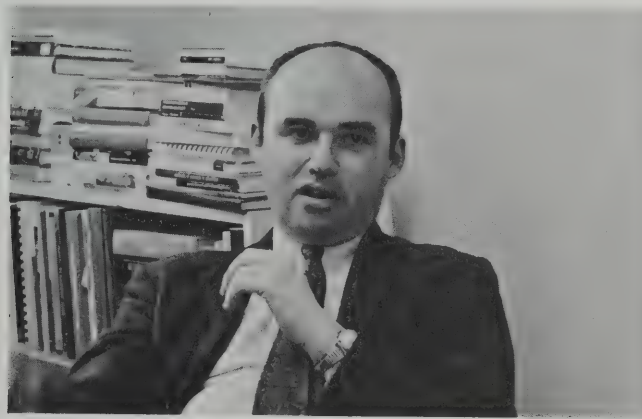


gree from an institution that isn't going to be here in ten years.

Shield: What about the academic needs of the student?

Weymeyer: Well, unfortunately you Seniors won't reap the benefits, but I think the new curriculum is a bold step forward. And, I would hope that the next time around, since we are going to be reviewing curriculum every five years, I would like to see the end of concentrations. I don't believe in specialization. I think we can see the day coming when the choice of study will be a free choice in terms of what you are interested in.

Shield: What are your feelings concerning the Code of Conduct?



Weymeyer: A student code should, it seems to me, be a statement of the kinds of behavior with which the community finds itself in universal agreement. It shouldn't be a list of do's and don'ts. It should, I think, reflect as much as possible the needs of those people who have to live under it. This will call for a continual re-evaluation of the system and this, in itself, is good.



THEATRE

Come, come, you froward and unable worms,
 My mind hath been as big as one of yours,
 My heart as great, my reason haply more,
 To bandy word for word and frown for frown,
 But now I see our lances are but straws,
 Our strength as weak, our weaknesses past compare,
 That seeming to be most which we indeed least are.

—William Shakespeare
The Taming Of The Shrew



Few people have expended so much of their personal time and energy toward the betterment of Saint Michael's College as have the Rathgeb's. Under their direction, the Fine Arts program has become the finest in the State of Vermont.

But even more significant than the recognition the Campus has received due to the excellence of the department, is the attitude of the students who

have been exposed, either to the teachings or productions, of Mr. and Mrs. Rathgeb. For each production has generated an excitement in an otherwise apathetic student body, and the students directly involved regard their work in the most serious manner. Yes, we have been fortunate.

Now, without warning and seemingly without reason, even that has been threatened. The old play-





house, a wooden construction on the main campus, has been destroyed some two to three years before the proposed Fine Arts building would be completed. In an obvious effort to placate the department, the Administration has given the department the use of an inadequate, undersized theatre on the North Campus. Furthermore, the Summer Playhouse, long the most positive extension of good feeling between the College and the Community of Burlington, has been discontinued.

And for what purpose?

Is this to be the treatment that we will extend to our most able and respected people?

There will come a time when St. Michael's College will need to justify its claim to "uniqueness." And the answers will be hollow incantations of past years and past accomplishments. For we will have rid ourselves of the best we have to offer.



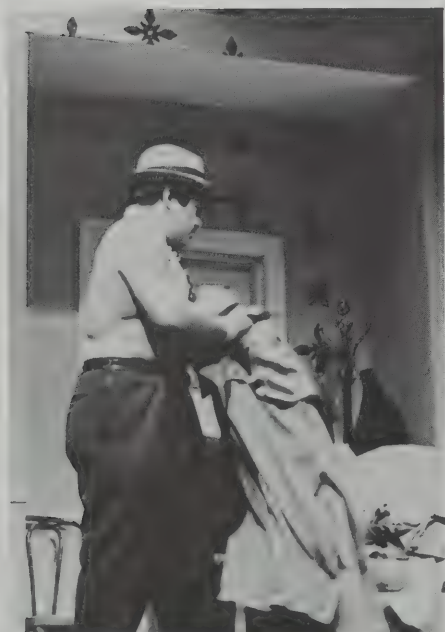


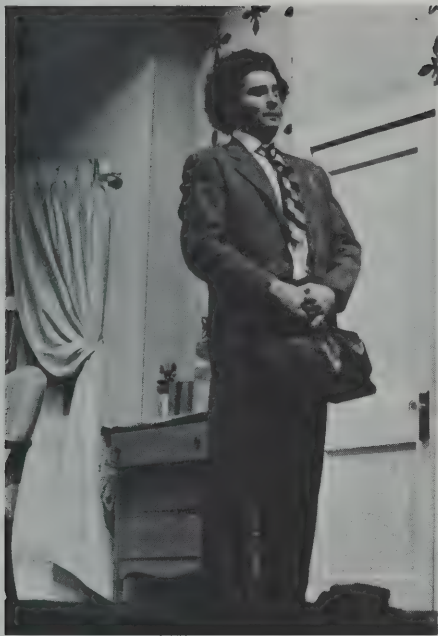
THE
TAMING
OF
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ROOM SERVICE











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MR. EDWARD MARKEY

Shield: What are the chief factors that contributed to the decline of Basketball?

Markey: Well, it was a combination of things, Larry. The biggest factor was the one year we had our biggest and most solid group of kids that for one reason or another went by. Now, that includes Don Chaffin, Mickey Brennan, Brian Mortiboys, and George King. When we brought those people here we thought we had the biggest and best shooting group of players. When they dropped off it really affected us. I think that was the main thing.

A second thing was the evolution of the financial aid program. What I mean by that is, we didn't have the program at that time. See, when I took over as Athletic Director two years ago we had a disproportionate amount of aid distributed among the various classes and circumstances led to that. It was just incidental, so, that the following year, once we lost King and Mortiboys—that group there—plus the fact that Freshmen could not play—it just dovetailed with the increased competition for student athletes. See, where in the past we were more or less the leader, everybody else went by us because of financial aid. They are better located geograph-

ically to appeal to a student athlete and they had better facilities. That, of course, is part of the selling.

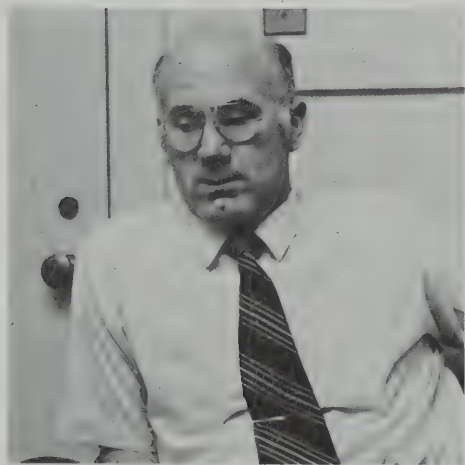
Shield: How did you compensate for this? What were your recruiting procedures?

Markey: We did a couple of things. Two years ago, when I became Athletic Director, I did not have a full time assistant. So, I was responsible for recruiting, scouting, and coaching at the same time. Now, unless you have somebody who is knowledgeable and who you have faith in, to go out and evaluate and sell student athletes, you're kind of up against it. When Walt Baumann came on we didn't have any aid available. Now, these things were all a part of it.

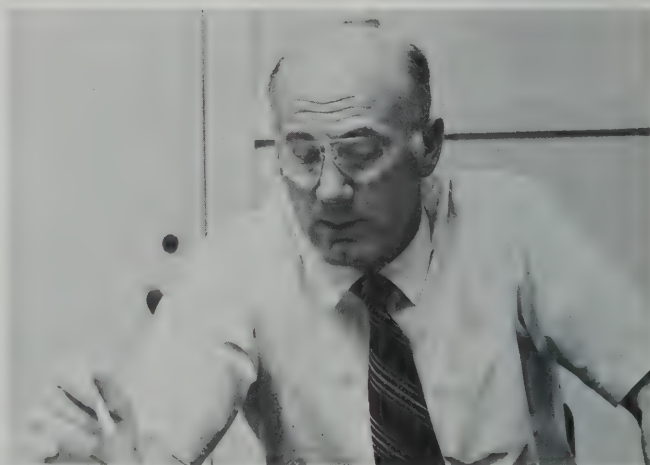
What did we do to adjust this?

First of all, we are trying to spread the aid that we have out so that each class is represented from now on. We want to make it so that we are not over loaded in any one class.

Secondly, we want to see, personally, each one of these boys in action. We want to personally talk to them and their families. That way we can evaluate their background and hope that it may comply with what we feel is the best possible environment



I think that we should give the students more than we presently do, but everything is limited by funds. That's the whole problem. Club sports will be dependent upon the responsible effort of those people involved.



I feel that the perspective and the philosophy of the school is important and that we cannot possibly expend the time, money, and the effort to get what is called the super athlete.

for them and for us. So these are the things we have done.

You know, we can still make a mistake, because there's no way of evaluating a boy's fortitude. We could see him on a great night against a weak team and not see him in a clutch situation, not see him under pressure, which is, of course, the best way to evaluate a ball player.

So these are the things. We get out there and see them in game situations and talk to them and try to sell them on the benefits of St. Michael's.

Shield: How about competing with larger schools, say the major colleges. I think there is perhaps a shift toward the smaller college where, you know, everyone is on a personal basis. Could we, under that pretense, compete for someone like MacMillan?

Markey: Well, no, I don't think we are in that position, Larry, because financially we are in no position to do it. To do the job that way you have to expend sums of money that are beyond our reasonable need. Really, there's no need for us to spend the kind of money that has to be spent for the kind of athlete the big timers want. We are being very honest about it and say we don't want the best possible athlete. The recruiting programs that are going on are so vast that there is no way we can compete with it and we don't want to. I feel, personally, that many of these recruiting programs in other schools are out of perspective. There, the perspective of the college is not of primary importance. We must retain the educational aspect as our primary objective for the student. I think we are being deceitful in our own intentions, our own endeavors, if we do not approach it that way. This is the reason St. Michael's is here.

So I feel that the perspective and the philosophy of the school is important and that we cannot possibly expend the time, money and the effort to get what is called the super athlete. However, we feel we can get a better return for our dollar by being more particular, more prudent in our researching and recruiting of young men. That's what we feel we can do within the limits of our financial picture.

Shield: How many scholarships are there?

Markey: The scholarship program is personal business. The philosophy that we have, Larry, is like my pay. That is nobody else's business. If the school or the president feel it should be disclosed, well, that's up to them.

Shield: How do you go about projecting prospective athlete's academic ability?

Markey: Well, there are two things that you have to keep in mind. First, the national rules on student

athletes. An athlete must project a 1.6 cum. to be able to participate in any NCAA sport. So any student athlete that we are trying to recruit must project according to our formula. Each school presents its own formula for approval to the NCAA.

Shield: How does an academic institution justify an athletic scholarship based on athletic ability rather than academic achievement or financial need?

Markey: Well, Larry, I think that you have to really go into the background and history to answer that honestly. I think that you have to realize that there is first the public relation's aspect to it. Does the projection of the name constantly in the news media mean something to promoting the schools other students? So I think it's important that this factor is acknowledged. You've got to use some mechanism to project the name of the school.

A second thing is, it's a moral factor. It's been proven that on the campuses throughout the country, where there have been successful teams, the moral is better. At least up until recent years. In recent years there has been a change of philosophy. So, I think, this is a point.

Another thing is the Alumni. The Alumni factor is very important, for they are always wondering why we aren't winning. Ask any Alumni director. You can evaluate it from that point.

Under the circumstances, I feel there is a strong justification for the implementation of a financial aid program for athletics.

Shield: What about schools like St. Anselm's which has done away with athletic scholarships?

Markey: What to you mean? There are few schools that have done away with them and St. Anselm's has apparently done that. I don't get the point of the question.

Shield: It's a small school.

Markey: Yes, its comparable to ours.

Shield: Do you think the school, itself, will fold because it's unable to attract student athletes?

Markey: Well, Larry, I don't feel that the school will fold as a result of their doing away with athletic scholarships. What I think is, there is a judicious use of funds within the school. The things that's going to save or help St. Anselm's will not hinge on athletic scholarships. But there might be quite a bit of sentiment from the Alumni. When they start going down hill—5 and 20—they are going to start to say why aren't we winning? Oddly enough, St. A's is doing more now with the athletic program than in the past. I mean: they are going into Hockey and Baseball and that's quite an expense.

The question I would ask is how much have they cut their financial aid for athletics. If they're cutting



back then they're going to cut the budget. That's my point.

So, I would be very questioning on what effect that is going to have. The school's not going to fold. *Shield*: What about Club sports? What is their future?

Markey: Well, Club Sports, I feel, is a very important asset on this campus. I feel it gives those students who want to play football, those students who want to play hockey, and those students who want to play lacrosse, an opportunity to play under circumstances that they accept. I for one, personally, would like to see each of these sports on a varsity level. The more that we can give the students, the better off the program is. The more interest there is, the more development we are going to have. Whether it be fine arts or anything. I think that we should give the students more than we presently do, but everything is limited by funds. That's the

whole problem. The future of club sports is dependent upon the responsible effort of those people involved. You see, one of the reasons we went to the club sports council this year was because there was a very irresponsible attitude on handling finances, in the organization of the club sports.

Now, football overcame that this year with a tremendous surge of responsibility by guys like O'Hara, and Dave Talmadge, and all those involved with it.

I think hockey did a good job as a result of overcoming the problems they had. They couldn't pay a \$700.00 debt for the hockey arena. We were responsible for it. But they worked like dogs and paid off the debt. The leadership of these sports must be strong and aggressive or else the whole program is going to fail. I wish we could give them some financial aid, but we are not in a position to do it.

But I would hate to see club sports lost because of inefficiency or irresponsibility, and if they go, that's going to be the basic reason for it.

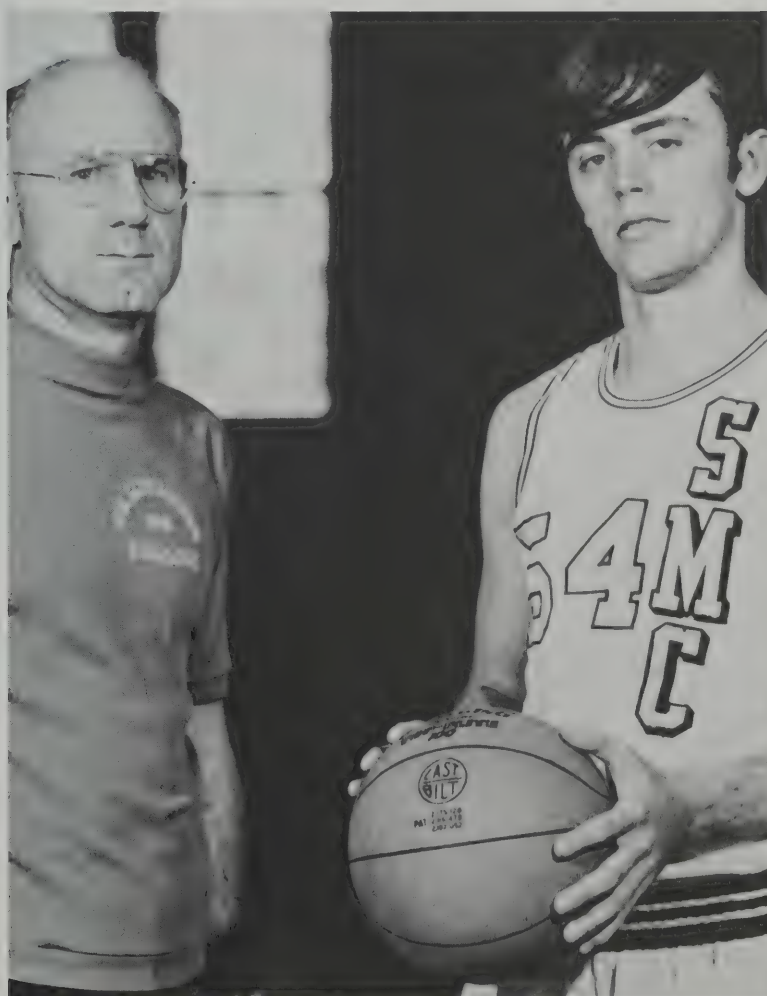
Shield: Can you foresee the reinstitution of football as a varsity sport on this campus?

Markey: I cannot see it, no, in the immediate future. I would like to think that it would be, but I cannot see it.

Shield: What about the plans for the new sports center?

Markey: To me, it's a very exciting thing. To think a year ago that we would be in this position this year is really something I could not conceive of, and yet, here we are with the first drawings of the sports

center, with the hope we will be able to break ground in October. With it, we certainly feel that the objective of the sports center is to primarily satisfy two objectives—to give the students a greater variety of activities on the campus—that's why the pool is such an important part of it. We don't want to build anything without building a swimming pool. You may not want to play basketball, you may not want to wrestle or do other things, but everybody at one time or another engages in a swim. Up in this area where the weather precludes a lot of outdoor activities, well, it's going to be one of the most important parts of the recreation center.

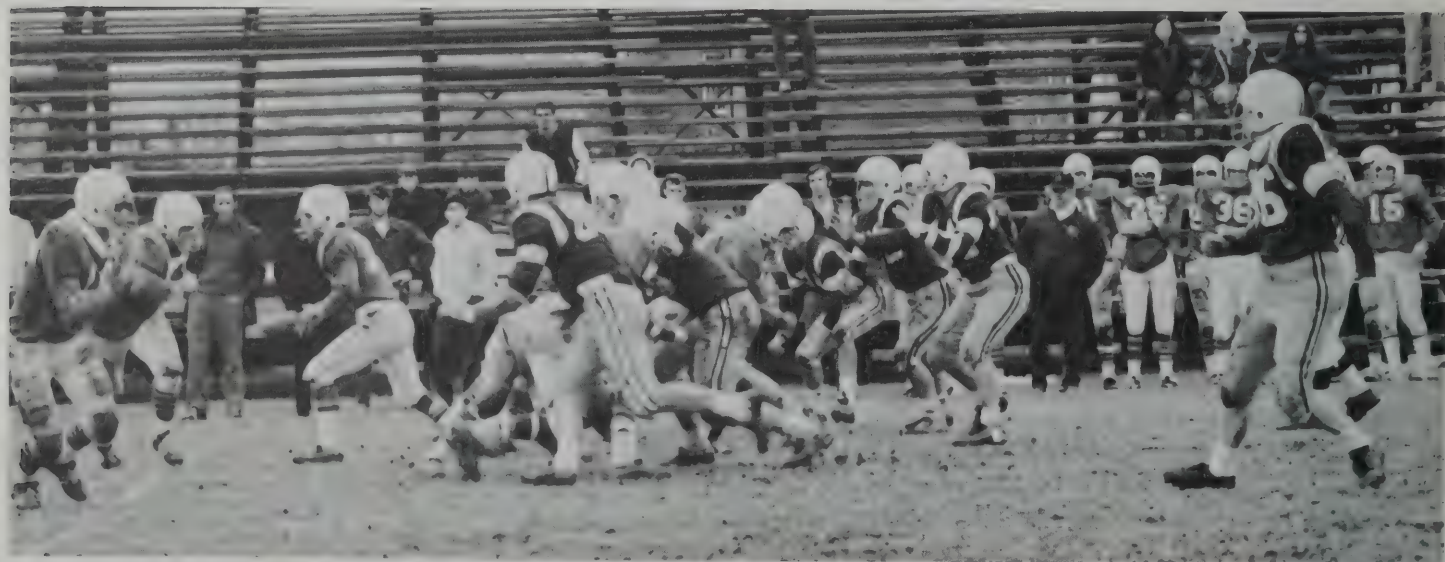


CLUB FOOTBALL 1970



Club football is still a very popular sport at St. Michael's. Last fall, over sixty-five athletes competed for thirty-five positions, and although the Knights did not have a very good season, compiling a 1-3-1 record, the program was a success for all those who enjoy playing football.

Eight seniors played on last year's squad. They included co-captains Jerry Flanagan and Sandy Kish, Bill Howe, John Kennedy, Mike McElroy, Bill Piscione, Ed McDermott, and Pat McKenna. The 1970 club team was coached by Captain Robert Kenney and Sergeant Ali of our ROTC department. They were assisted by two student coaches, Mike O'Brien, and Dave Talmadge, the club's president.





The team enjoyed some proud moments and suffered several disappointing ones. However, only the heartbreaking 14-12 loss in the season's finale at Stonehill prevented them from breaking even. Averaging 22.2 yards per game, their pass defense was number one among the nation's top club teams. Their defense on the whole, was immense, except for a few lapses in the Utica and Western New England games.



The future of club football on this campus will continue to rest ultimately however, upon the energy, enthusiasm, and sincere dedication of those who wish to participate in this great sport.



SOCCER

The story of SMC soccer may best be expressed in terms of "leadership" and "desire". These words are often bandied about on many local sports pages and in national magazines. The major problem at St. Michael's was, in the past usually an imbalance of the two, or a complete lack of both.

Last year's squad seemed to be able to achieve a workable balance that greatly enhanced their unity and desire to play soccer. Coach Anton Jaremczuk adeptly kept morale at a peak and friction at a minimum, in molding the team in its quest for a winning season. He is probably the most liked and respected soccer coach St. Michael's has ever had.

The high point of the 4-6 season undoubtedly came in the upset victory over the Catamounts of UVM. The "building" years appear to be at an end, and St. Michael's fans may in all probability look forward to a few consistent years of good, competitive, soccer.



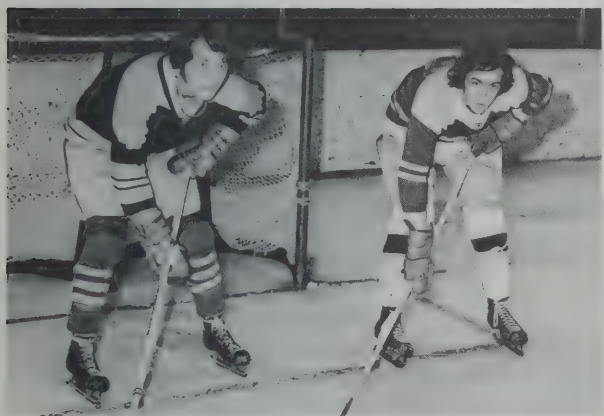




CLUB HOCKEY

Last winter, the St. Michael's Club Hockey team, coached by Louis Du Hamel early in the season, and by Bill Howe later in the season, compiled a 3-3-1 record. The icemen featured nine veterans and nine frosh. Frank Salvucci, Club President centered the first line, with Andy Michaud, and Jim Gallagher. Hachetmen on defense included Phil Cronin, Skip Chabot, Paul Tivnan, and Kevin Ross, while Tom McNamara tended the net for the Knights.





BASKETBALL

Although intended primarily to be a rebuilding season, the 1970-71 edition of the Purple Knight basketball team emerged victorious for the first time in three cold winters on the hilltop, compiling a winning, 13-10 record.

The task of rebuilding the colossal ruins of two consecutive unsuccessful seasons is never an easy

one, but the Knights' youth and enthusiasm provided the impetus that by mid-season guided them back into the ranks of respected New England small college teams. The burden of breaking back into the winner's circle rested ultimately upon the shoulders of the Knights' head mentor, Eddie Markey, and the always difficult job of recruiting new stu-

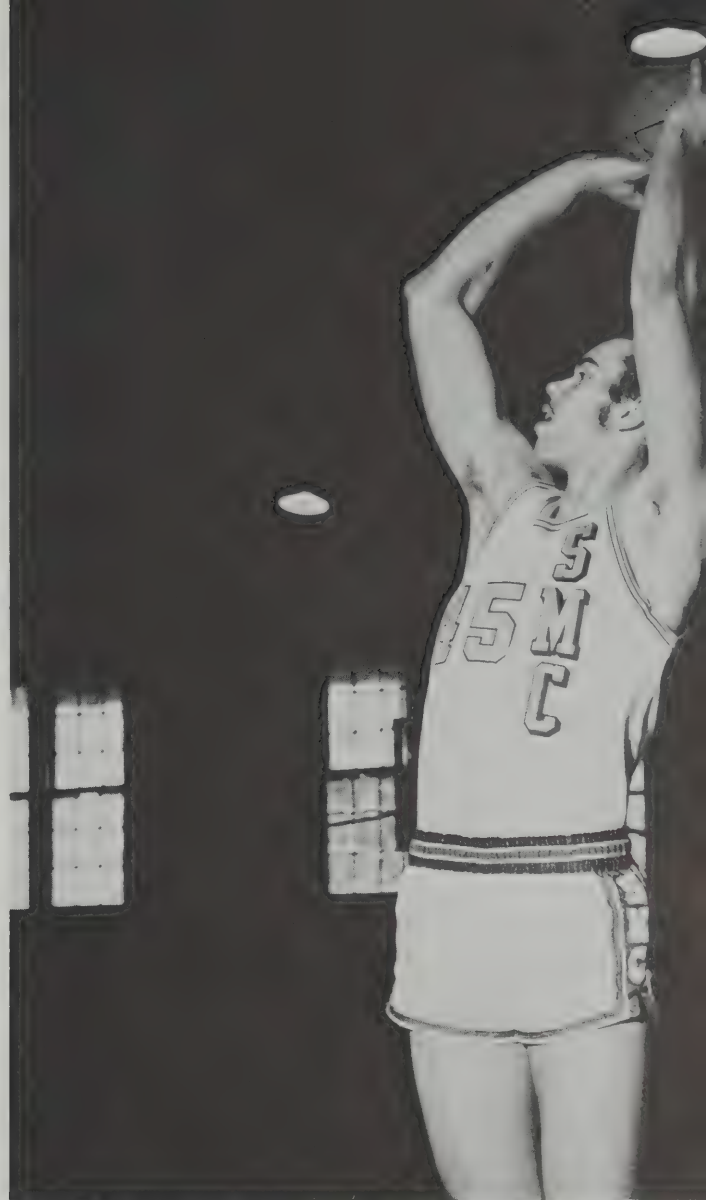


dent-athletes belonged to his affable assistant Walter Baumann. Baumann's success in recruiting four top student-athletes was instrumental in last year's rebuilding campaign. His tireless efforts resulted in the signing of two of last year's starters, Fran Laffin, a 6'4 forward from South Catholic High in Hartford, Connecticut, and Bob Toner, a 6'0 guard from Power Memorial in New York City. Also signed were two other promising freshman prospects, Gary Fa-

gan a 6'6 pivot man, from Danbury High, in Danbury, Connecticut, and John Butler, a 6'3 forward, from St. Anthony's in Washington, D.C. With four freshman, no sophomores, seven juniors and only one senior, Billy Brooks, whose back injury kept him out of action for most of the season, the Knights were left with no other alternative but to play their young and inexperienced personnel. The three starting juniors on the ball club, Bob Tetreault, Bill

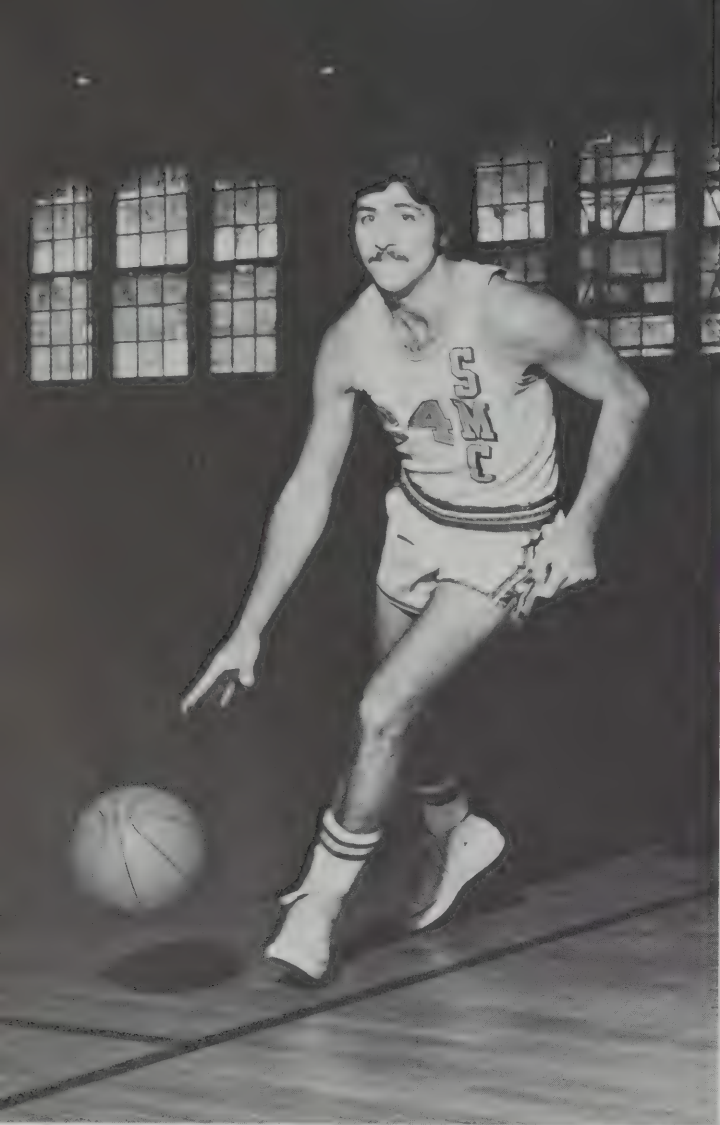
Pattison, and Mike Balzano, themselves lacked the experience necessary to guide the younger members of the squad in a winning direction, and the only way to gain such maturity in any sport is within the crucible of game experience.

This is clearly not achieved overnight, nor should any loyal athletic supporter expect instant success from a team that is struggling with the growing pains of rebuilding. Youth and inexperience always have a way of showing through, sooner or later, and as expected, the Knights' youth and inexperience necessarily caused them to lack both the consistency, and confidence of a cohesive playing unit. This was perfectly obvious in their opening game of the season, a debacle at Holy Cross. Shabby defense and poor ball handling resulted in twenty-eight turnovers, most of which were converted into Crusader baskets. Easily intimidated by good defense, the Knights shot a miserable 32% from the floor, and were so rattled that they could only man-



age to connect on 53% of their free-throws. After the Holy Cross game there was only one place to go, and that was up.

Against Stonehill, the Knights showed some signs of coming to life, but an over-aggressive Bob Tetreault fouled out of the game with twelve minutes to play, and the Knights' sagging defense fell apart completely. It was only a matter of a short time before Stonehill closed the gap, tied the score, and forced the turnover that enabled them to bank in a bucket at the buzzer. Victory had eluded the hapless Knights once again. Losing seven out of their first twelve games, the Knights ran hot and then cold. Their brief story was clearly not one of success. On a relentless elevator ride, they were up one day and down the next.



For a short time, it appeared as though the Knights were on their way up to stay, as they performed very well in the Hall of Fame Christmas Tourney at AIC. Again showing some signs of offensive potency, they upset a highly touted Springfield College ball club, by twenty points. Shooting exceptionally well, they hit on 52% of their goals and on 75% of their free-throws. No one could have expected more. Although they lost to UMASS, and LIU, a perennial basketball power, the Knights were beginning to look more like a team. Then, one more setback. The Knights took another disappointing ride down on the elevator, as they were beaten by Adelphi, and then enjoyed a quick ride up with a fine effort against Bridgeport University. Losing to

Middlebury in one of their poorest performances of the season, they managed to pick themselves up again and beat Le Moyne by seventeen. Filled with the frustration of wanting desperately to reach the top, the Knights had finally arrived at the threshold of success after twelve games.

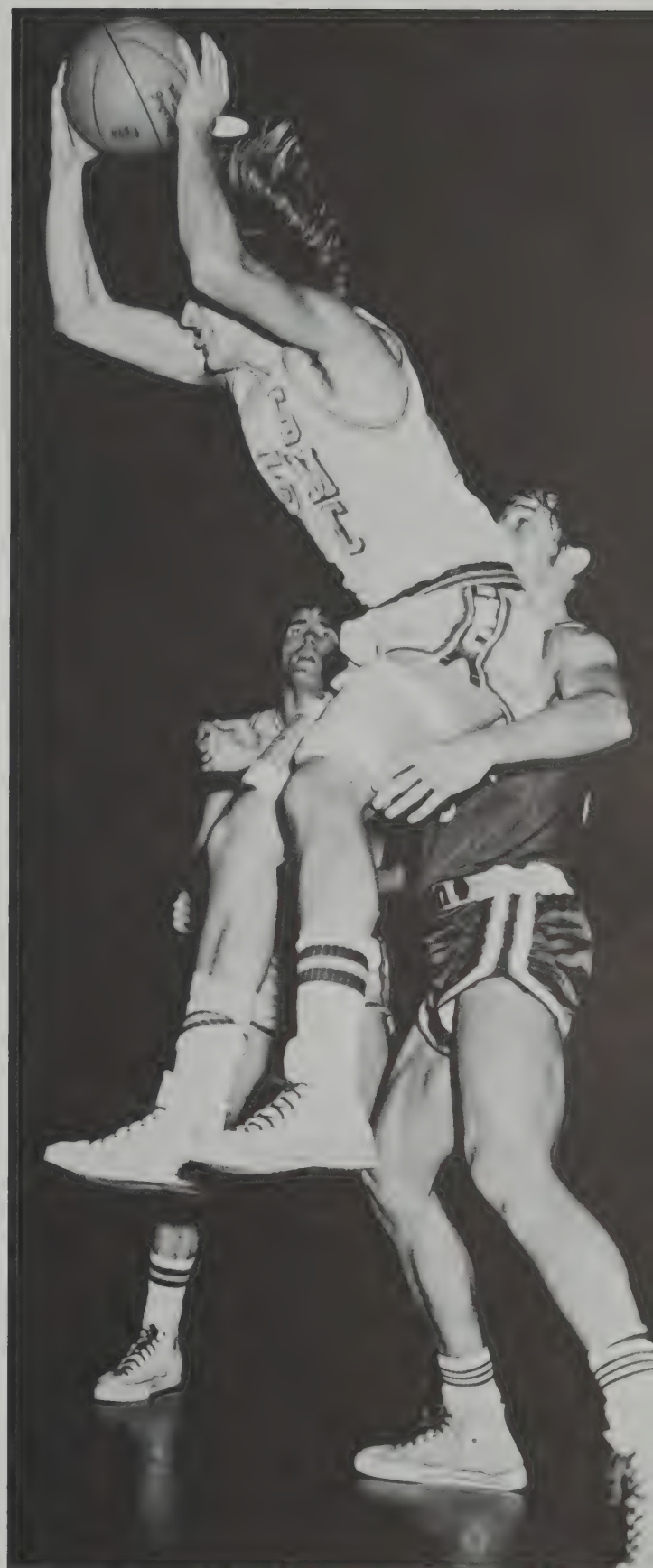
At this mid-point in the season, the young Knights had achieved their objective of gaining consistency, and confidence. Now, with the self-assurance that they possessed the potential of a disciplined playing unit, the Knights rolled on to register five straight wins, against Springfield for a second time, Siena, Clarkson, AIC, and Vermont, in a thrilling upset, 70-67. The victory needless to say was most satisfying for Michaelman fans, and ended the Knights' five-game losing streak against their cross-town rivals. The young Knights were coming into their own.



As expected, the Knights lost to top-ranked Assumption, and to second-ranked Central Connecticut, but came back to beat Vermont again, and win the mythical state championship with a 5-1 record in state basketball action. The second Vermont game must have been the most electrifying contest that Michaelman fans had witnessed in quite some time. After all, beating UVM at Patrick has always been one of the sweeter pleasures here on the hilltop. Down by as many as seventeen points, early in the second half, and by thirteen points in the final twelve minutes, the Knights started running and gunning their way to victory. With six minutes left, Markey went along with Baumann's brainstorm, which pitted 6'7 Bob Tetreault against 6'6 Mark Miller, who was carrying four fouls at the time. Tetreault used this to his advantage as he was able to dominate the boards, then hit at will. Playing superbly, the big fella canned six straight hoops, including a three-point-play, which tied the score at 68-all, with 2:35 remaining. Gestwicki's foul shot, Pattison's two straight easy layups and Tetreault's jumpshot at the buzzer made the final score: St. Michael's 75, UVM 71. In winning three out of their last four games, the Knights scored over 100 points per contest, and set a new school scoring record of 114 points over Norwich. By the season's end, the Knights had truly come of age.

The progress of Tetreault, Laffin and Toner accounted for the Knights' success during the second half of the season. By mid-season, the two big men, Tetreault and Laffin learned to use their size more effectively, and as a result were able to grab more rebounds and score more points. Their ballhawking abilities after mid-season made it possible for Toner, Pattison, and Balzano to play the run-and-gun brand of basketball that all the great St. Michael's teams of the past have always been noted for.

The fine outside shooting of Pattison and Toner, kept opposing defenses honest, and gave the Knights a potent one-two punch. Not enough can be said about the great defensive dedication of a scrappy Mike Balzano. An unselfish ballplayer, Balzano lets his teammates do the scoring while he concentrates on how he can get the ball. Charley Titus and Jim Gestwicki two 6'4 junior Forwards





turned in fine relief performances when called upon, and their unselfish help in guiding the freshman members of the squad was of inestimable value.

Next year, with the nucleus of seven seniors, four sophomores, and three incoming freshman student-athletes, the basketball fortunes of St. Michael's are becoming increasingly bright. If next year's freshmen live up to their expectations, and develop as rapidly and as fully as their predecessors; and, if last year's team can remain relatively injury free, then Evansville is in sight within the very near future. Only time will tell. Good luck Eddie!

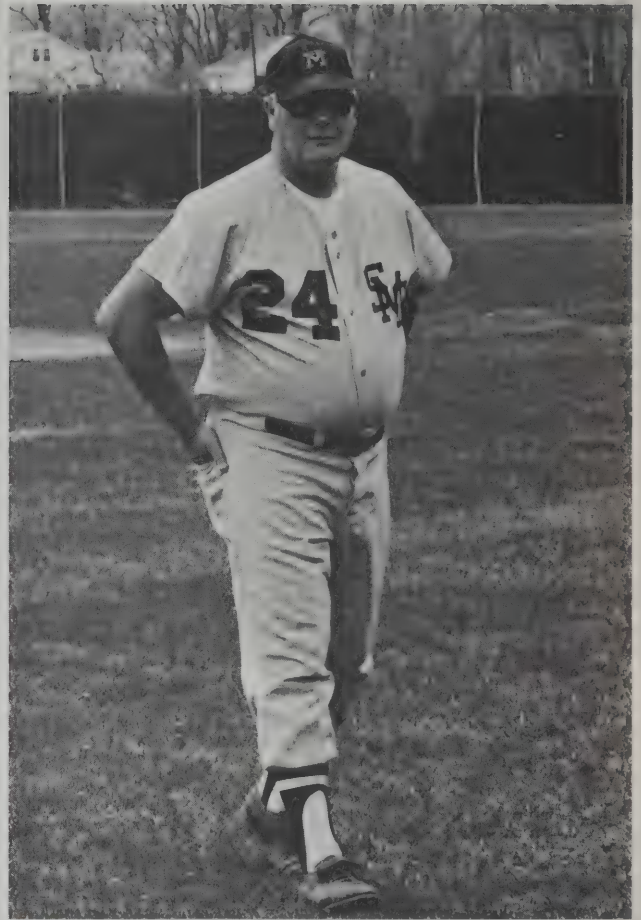




Unable to play because of a chronic back ailment, Bill Brooks, the team's only senior, still contributed a great deal to St. Michael's basketball through his constant example of spirit, desire, and sincere dedication to the game and to his team.

BASEBALL 1971

In 1969, when Joe Pattison took over as head baseball coach, the future of St. Michael's baseball appeared very dim. It didn't take Pattison long however, to mold a winning team out of Markey's 3-10-1 misfits. In only two seasons, battling inclement weather, and injuries, he has achieved an admirable 18-10 record.



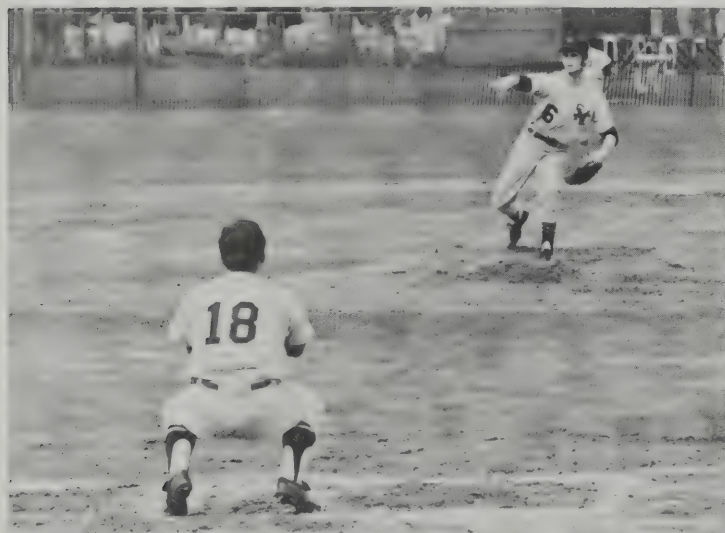


Last season, co-captained by first baseman Ken Duffy, and shortstop Bill Howe, the Purple Knight baseball team compiled a 10-5 record. Duffy performed consistently well all season, and with a .320 batting average, he led the team with 13 RBI's. Howe, also playing well defensively for the Knights batted .271 and collected 10 RBI's. The pitching staff had a pretty successful season, as Scott Racicot ended with a 5-1 record, Bob Nugent with a 3-2 record, and Dave Moisan with a 2-1 pitching

record. Big right-hander Ray Doherty was of course on hand to exhibit his multifarious pitching skills to last year's pitching staff.

Other seniors on the squad included Paul Miseselwitz, who played great defense in center field, Dave Moisan, whose pitching experience was a big help to the younger hurlers on the team, and Pete Lalli, who turned in consistently fine performances behind the plate. His 22 base-on-balls started things going when the Knights weren't.





The high point of the season obviously came when freshman Bob Nugent coolly pitched a 5-3 upset win over UVM, keeping the Catamounts from sweeping the series.

In spite of the brevity of the spring season, and the monsoon rains that accompany it, a winning baseball team enjoyed great popularity.



INTRAMURALS

Intramural sports have always been the primary source of extra-curricular activity on campus. Last year, the intramural program clearly dominated the extra-curricular scene. Boasting the active participation of 824 Michaelmen, never before had such a cross section of the student body taken part in athletics. Through the unselfish efforts of Walter Baumann, and Commissioner Michael "Red" Hickey, many fine would-be athletes were able to achieve instant stardom in sports which included football, volleyball, cross-country, golf, tennis, swimming, bowling, and softball.

This exuberant interest in intramural sports seems to indicate further that it is more-than an integral part of the educational experience, on the college level. Indeed, it is a very large part, at least at St. Michael's. Therefore, if sports are truly part of such a learning experience, it would certainly be contradictory then, to affirm that a successful varsity program is the only thing that really matters. Designed to give the exceptional athlete an opportu-



nity to compete with others of his own caliber, to display the talents that he has developed, and to communicate meaningfully with his teammates in striving toward victory, the varsity program and the intramural program share these common aims. Furthermore, without the presence of a well-rounded



intramural program, the athletic department of any institution could not without any sufficient justification hand-pick ten or twelve exceptional athletes and bestow upon them the exclusive opportunity to compete and benefit from an athletic program.

The athletic department of St. Michael's has taken pride in its intramural program, and as a result, it has been and will continue to be a huge success. Not at all restricted to the exceptional athlete, intramural athletes came in all shapes and sizes last year, measuring anywhere from 5'4, 150 lbs. to 6'4, 250 lbs. Everyone will without a doubt remember such luminaries as the "Roly-Poly" Homer, "Doc" Compa, "Pistachio" Perry, the former Cos Cob Italian-League great, "Golden Boy" Misselwitz, Rabbit "the philanthropist" Corcoran, whose four-lettered exhortations spurred on Zeta, the portly and purblind "Duck" Kiernan, "Little Doo" Cormier, "Jumping Jack" McElroy, Dave "Woodpecker", and Mel "the sponge" Kiernan—a fine athlete. I'm sure I must have forgotten someone!

Intramurals have fostered a great deal of spirit on campus and have strengthened the house system considerably. Bringing to the surface an individual's ability to communicate, to get along and to direct the diverse energies of its members toward a common goal, intramurals have made it possible for Michaelmen to identify and come to a more complete knowledge of themselves and with those they live.



Delta, a predominantly senior house was one of the many examples of the spirit and unity that intramurals have fostered within the house system. Homer Keyes, Stan Kurzeja and Ken Parent did a fine job organizing Delta's athletic program and its enthusiastic members gave them their supreme cooperation. As a result, Delta won the football, volleyball, bowling, and B-League basketball championship. They received the trophy for compiling the highest point-total in intramural sports, and the Spirit Award for the second straight year.

Also congratulations to Iota for winning the A-League basketball title, and Beta for sweeping last year's premier inter-house swim meet.

It was a very good year after all. Though we've had to endure through four long, cold winters, the competitive spirit exhibited by the various houses, and especially their senior members, warmed things up a bit. Although we have departed from the hill-top, we will always appreciate having had the opportunity to participate in a good, well-rounded intramural program.

































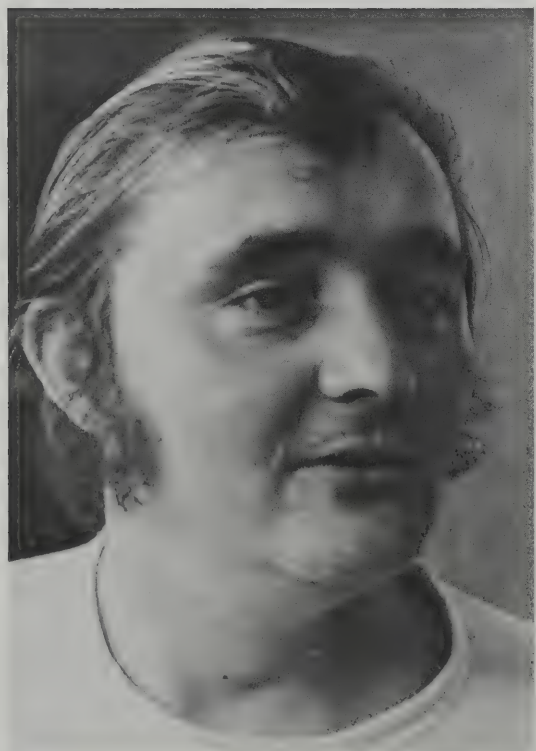
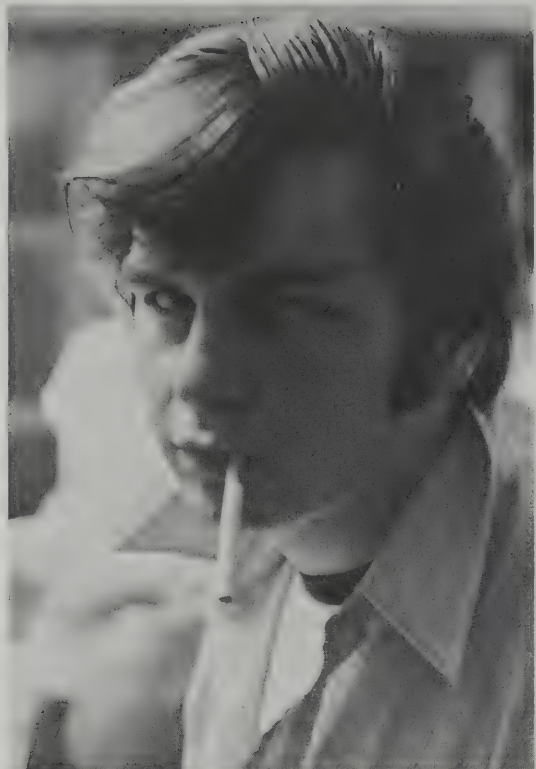




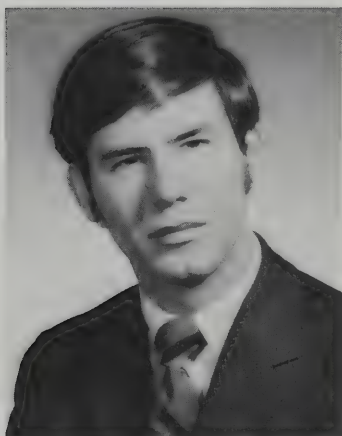












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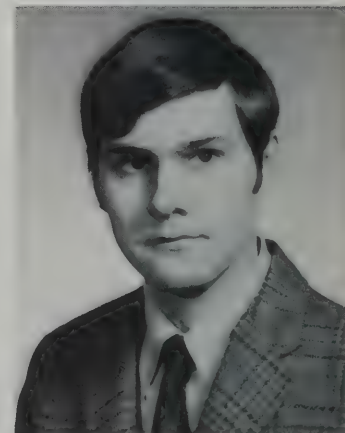
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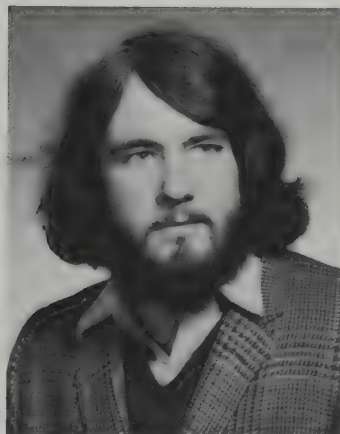
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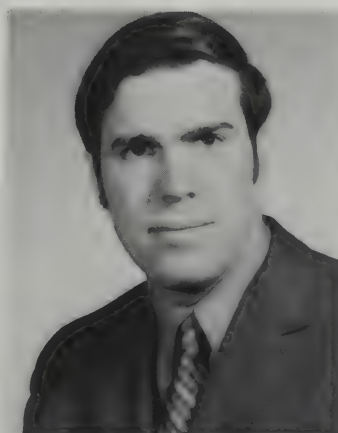
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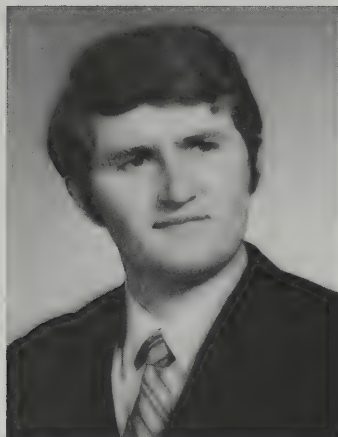
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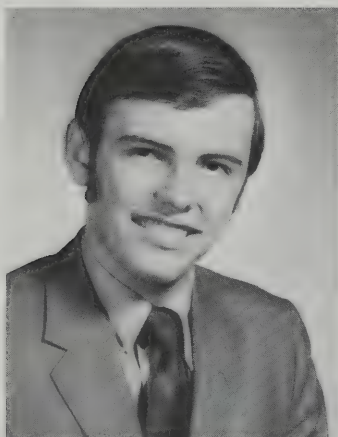
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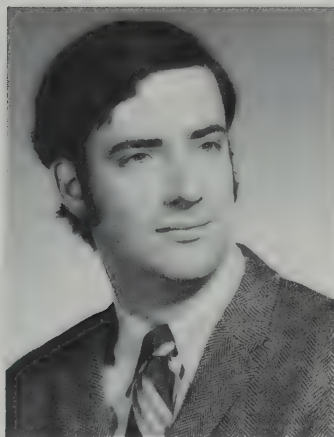
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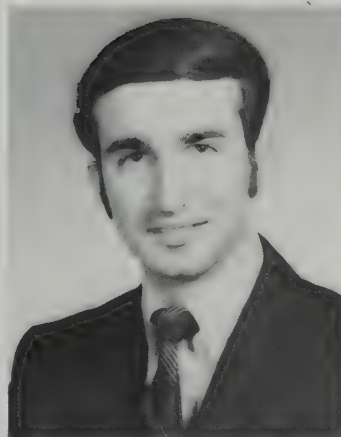
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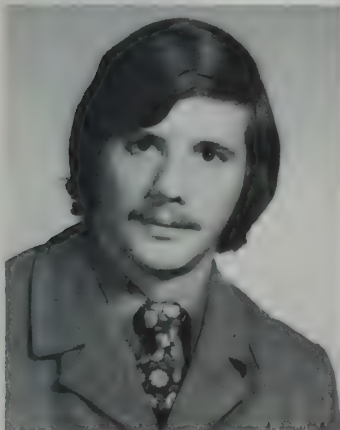
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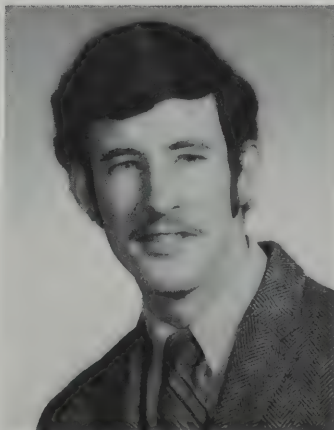
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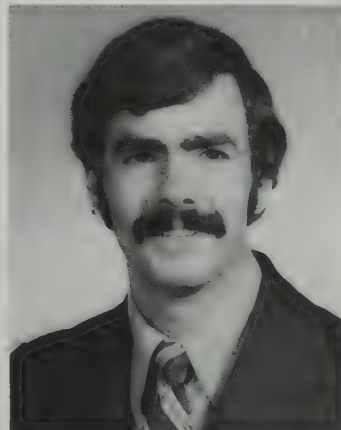
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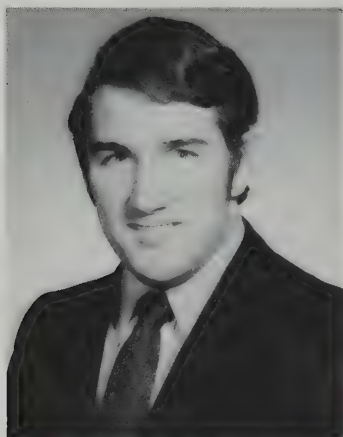
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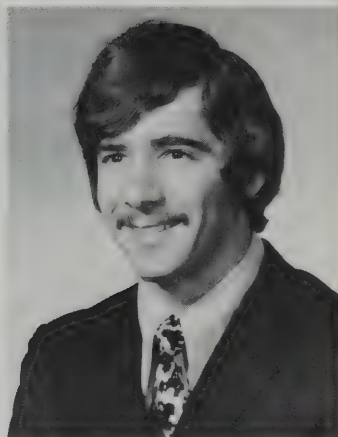
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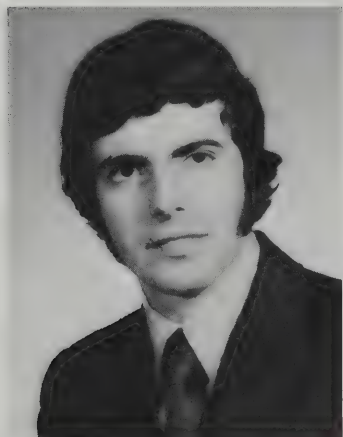
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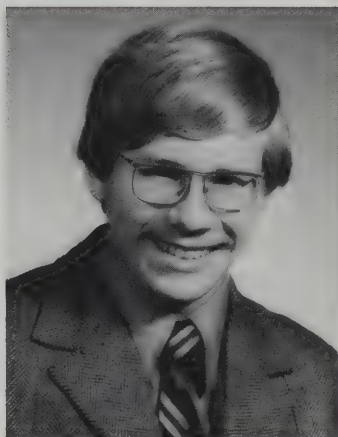
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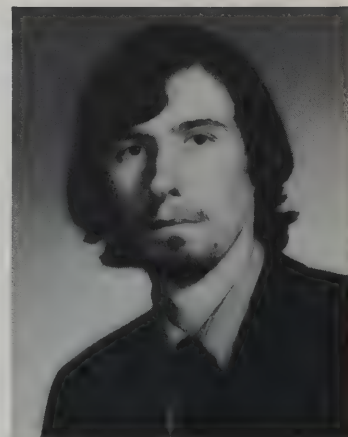
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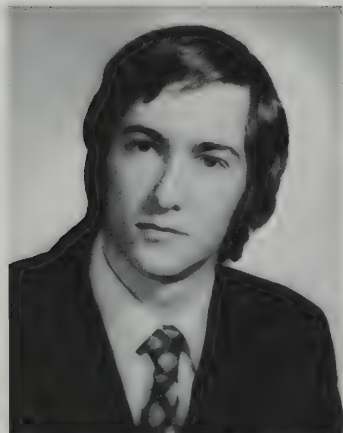
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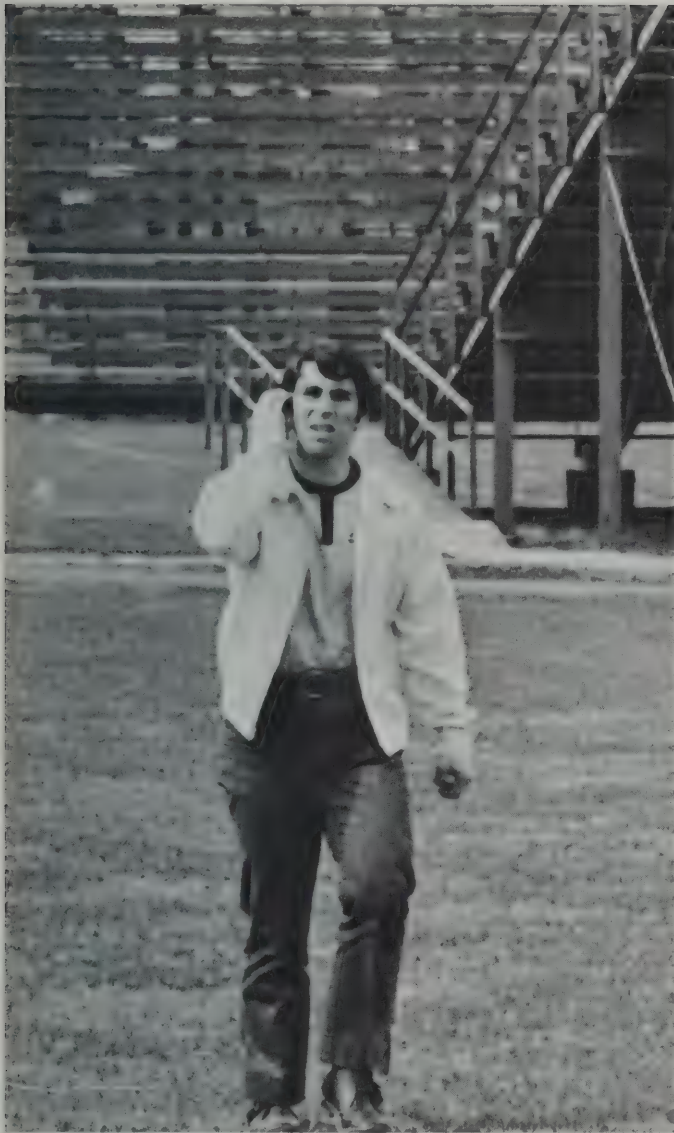
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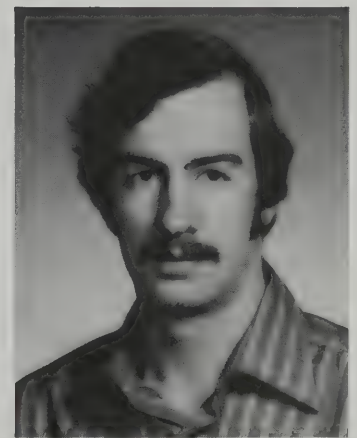
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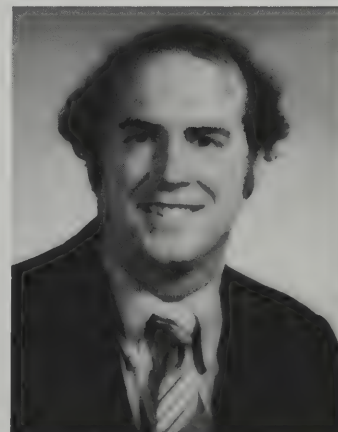
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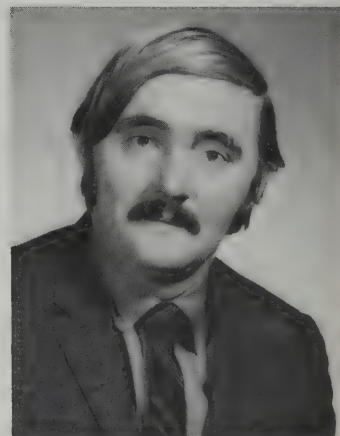
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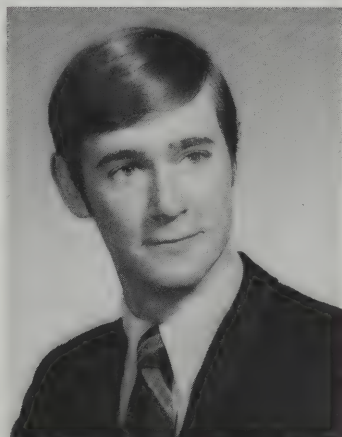
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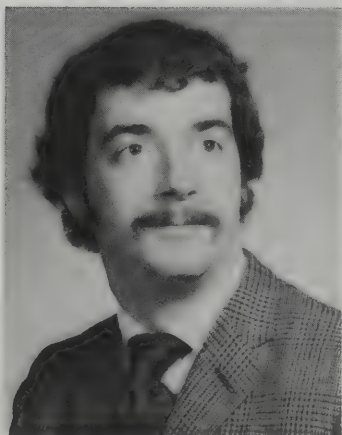
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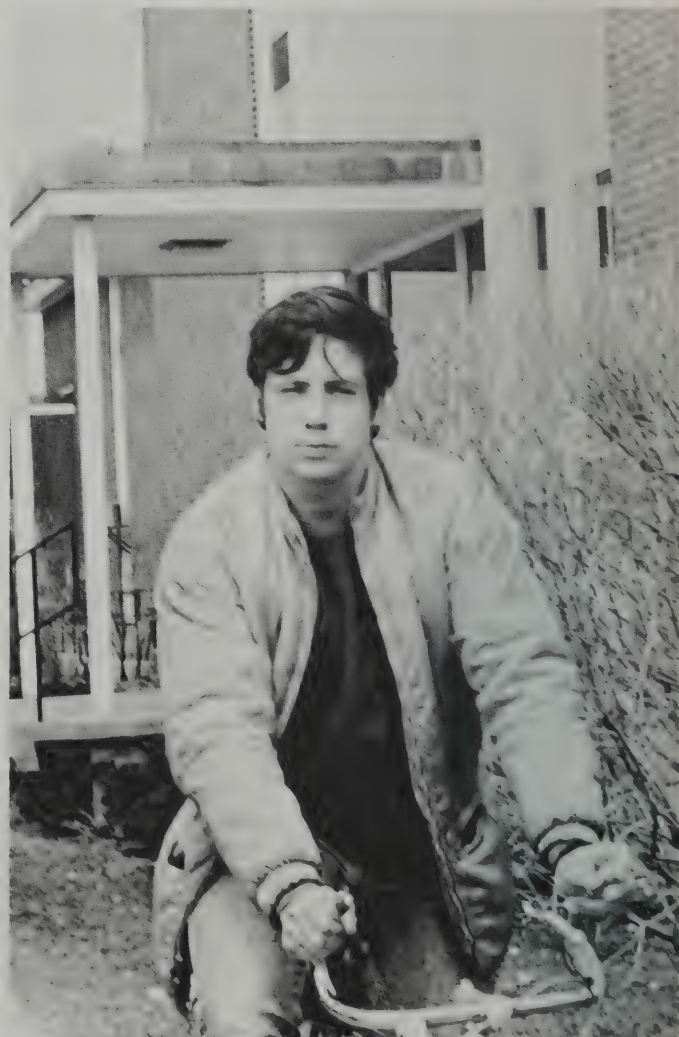
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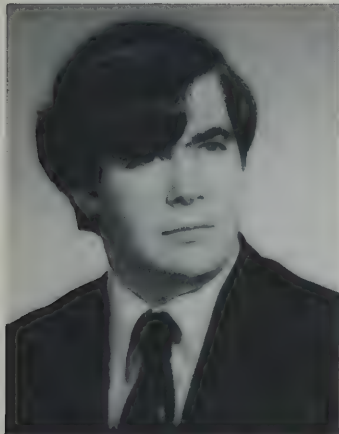


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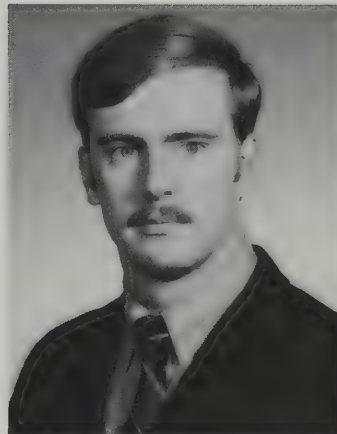




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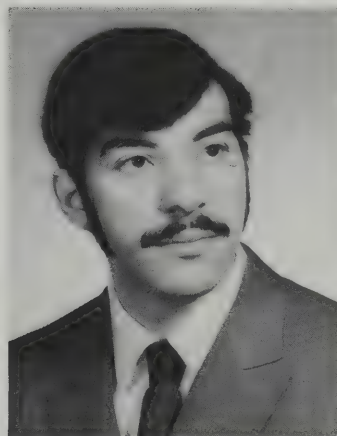
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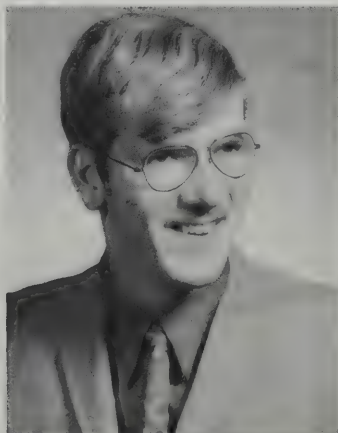
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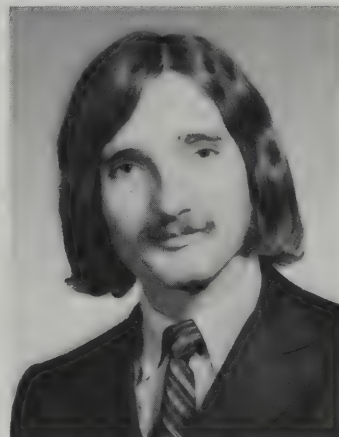
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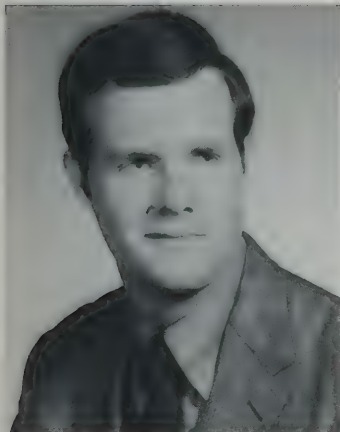
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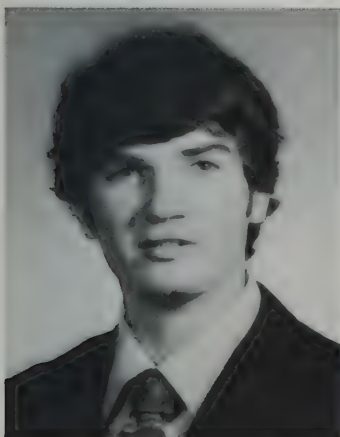
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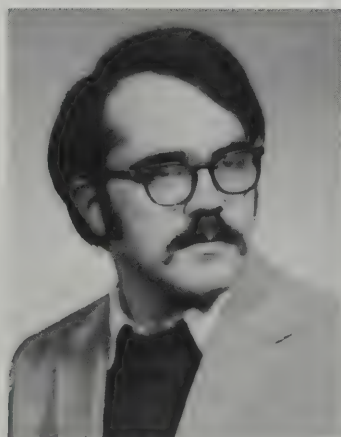
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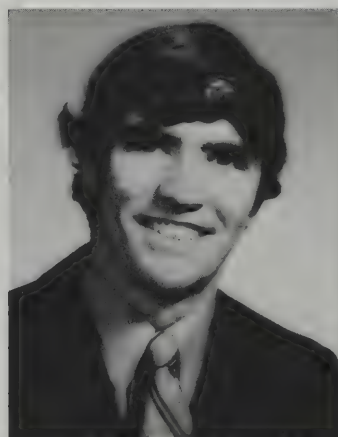
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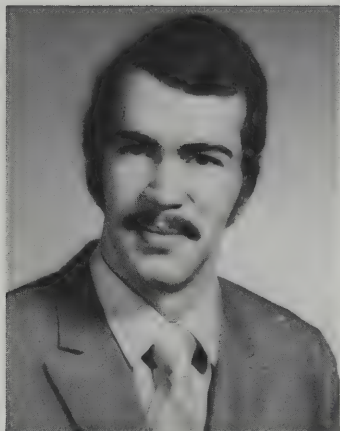
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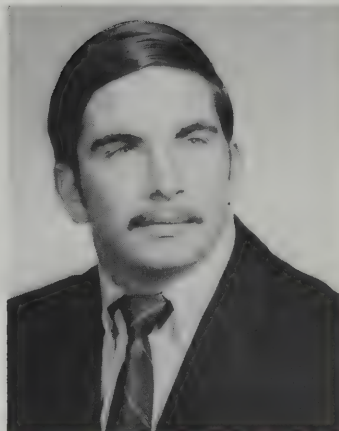
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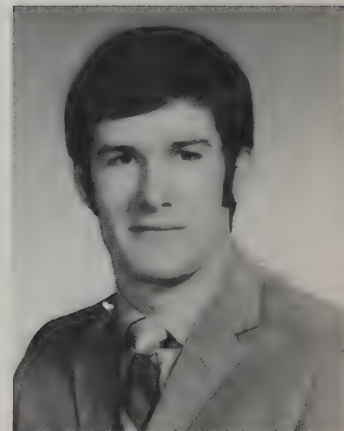
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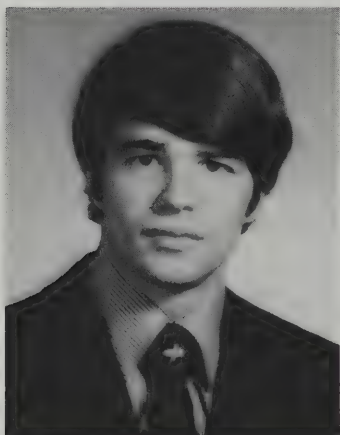
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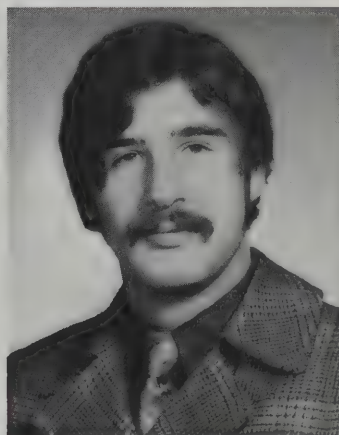
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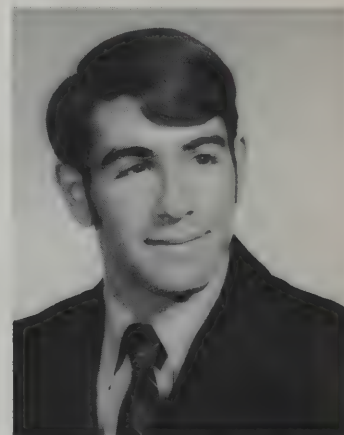
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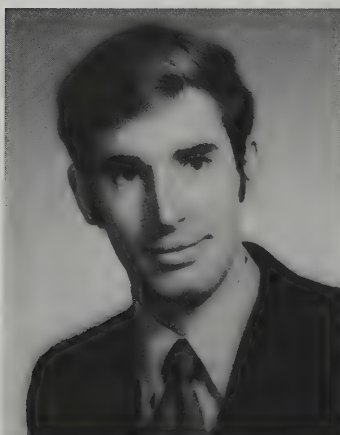
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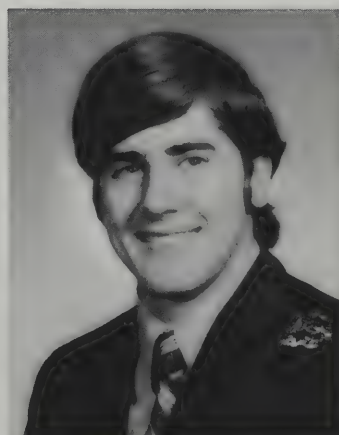
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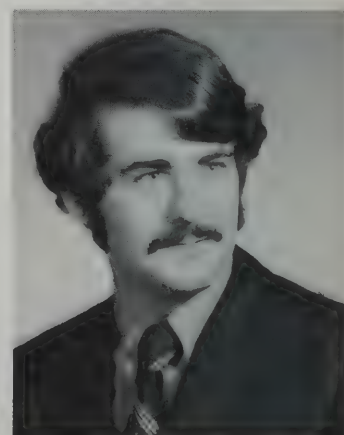
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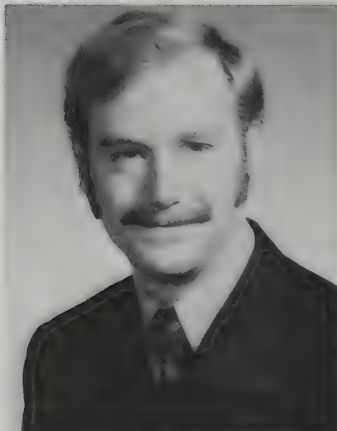
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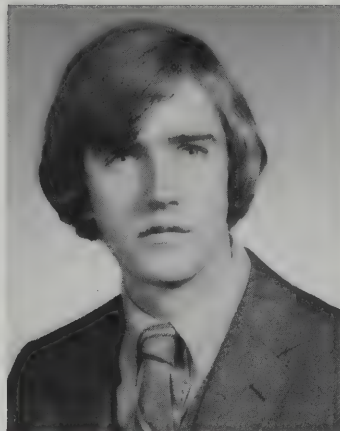
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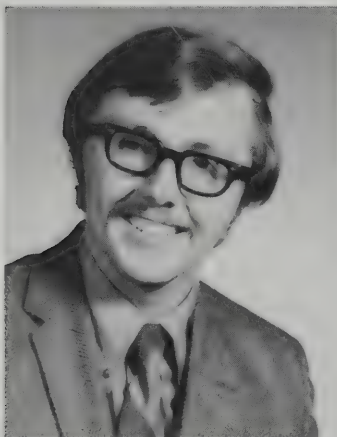
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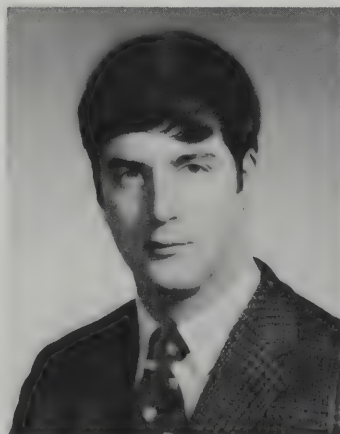
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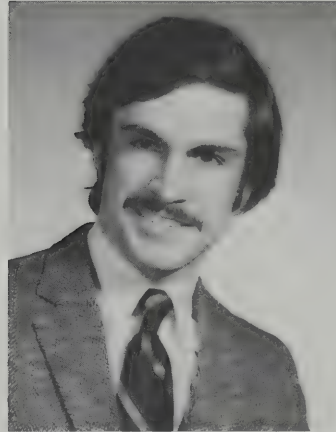
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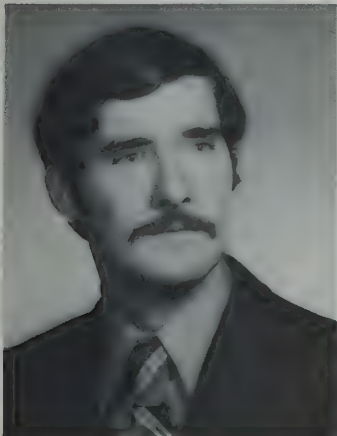
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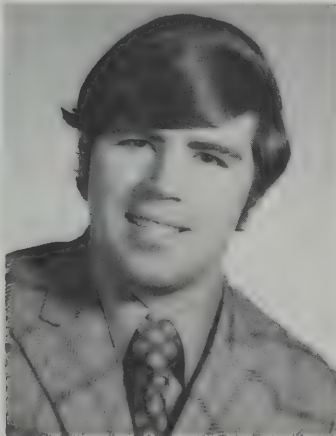
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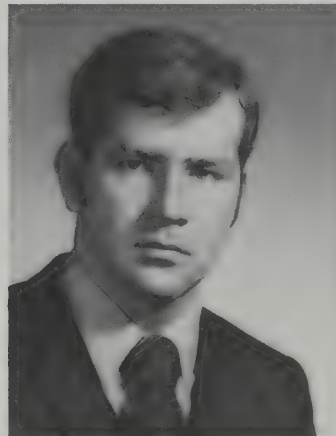
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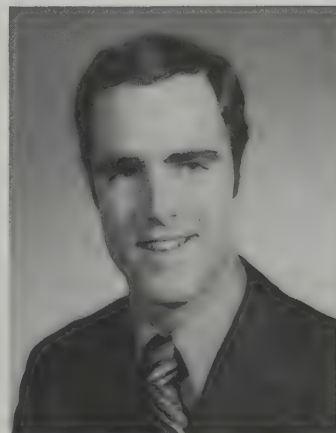
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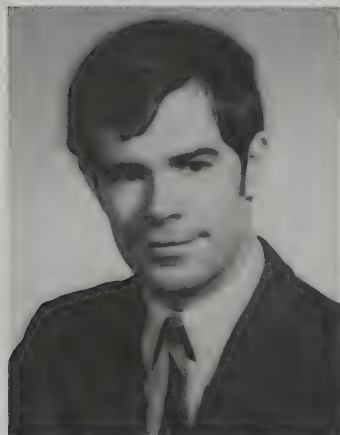
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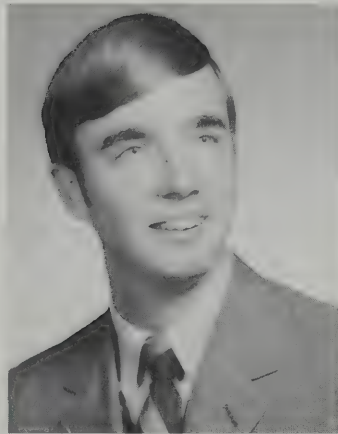


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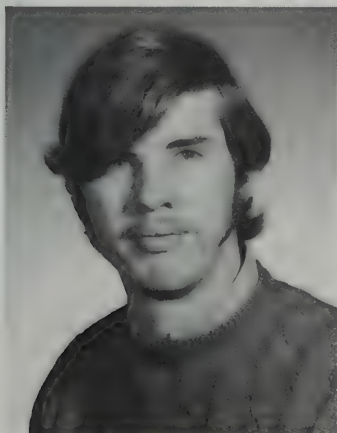
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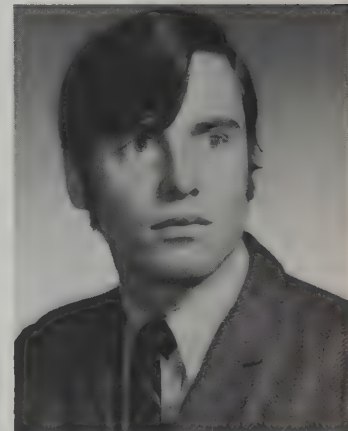
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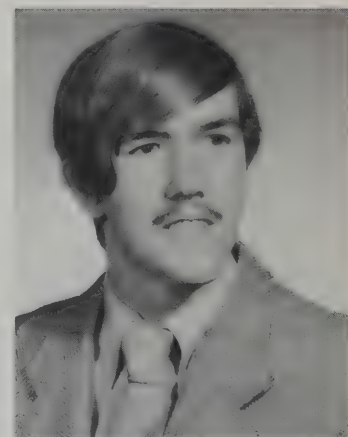
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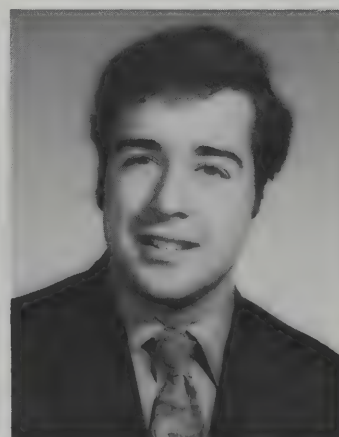
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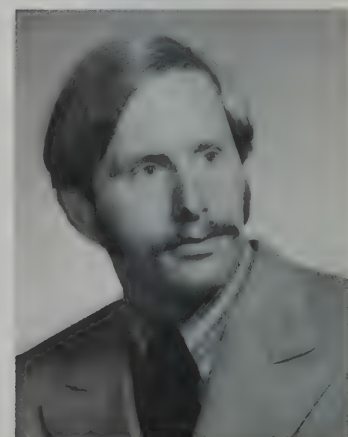
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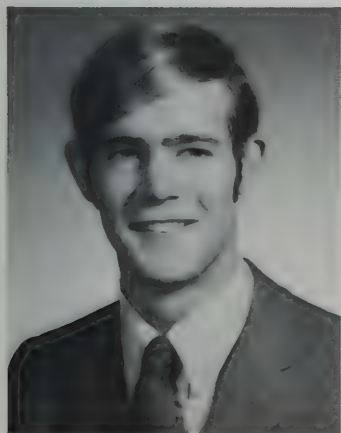
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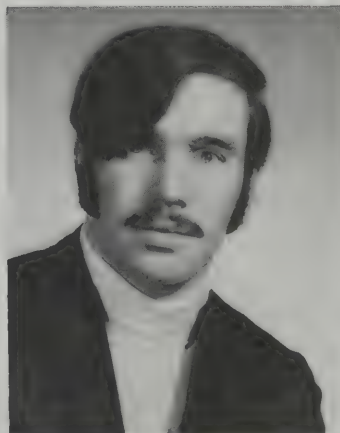
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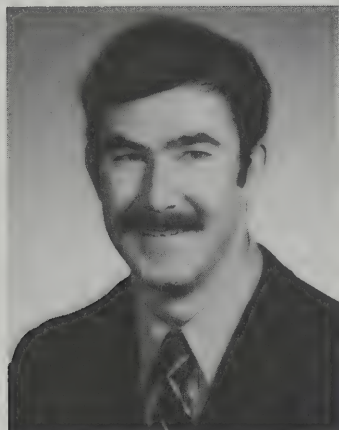
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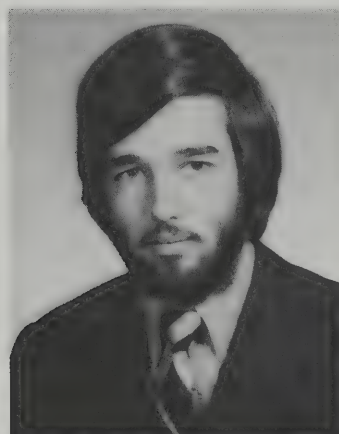
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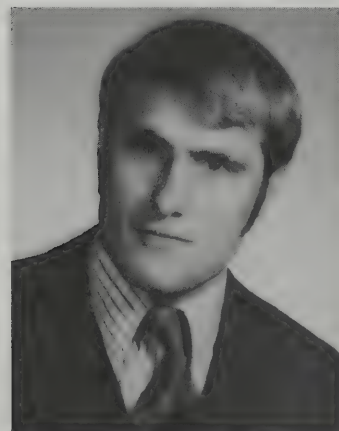
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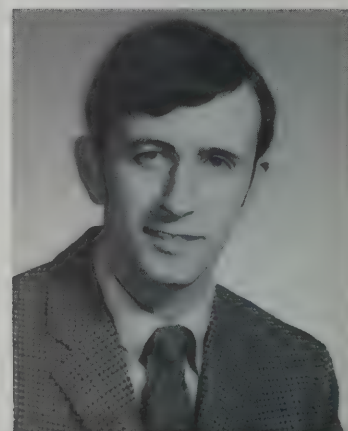
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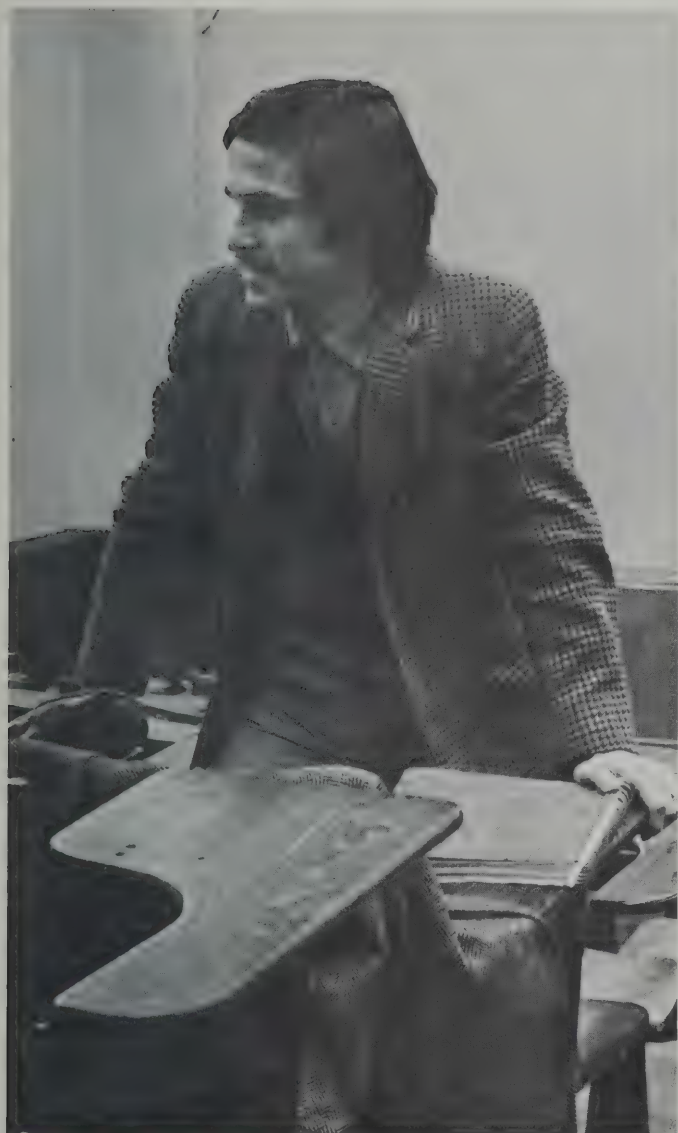
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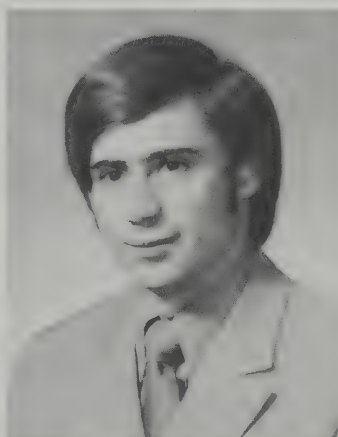
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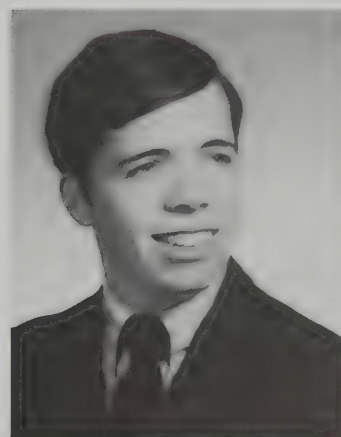
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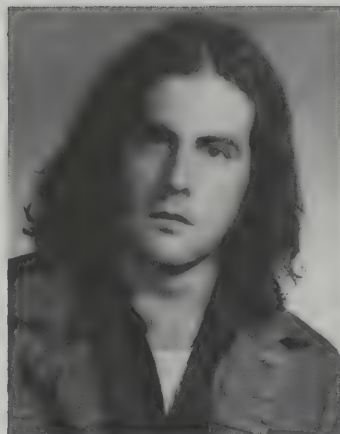
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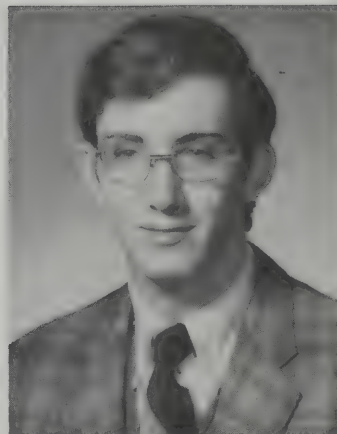
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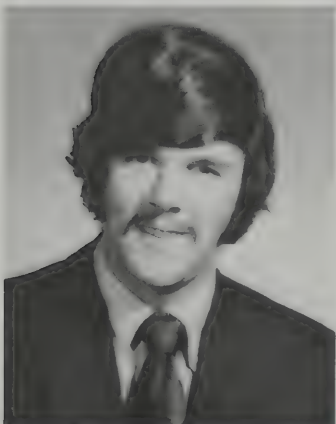
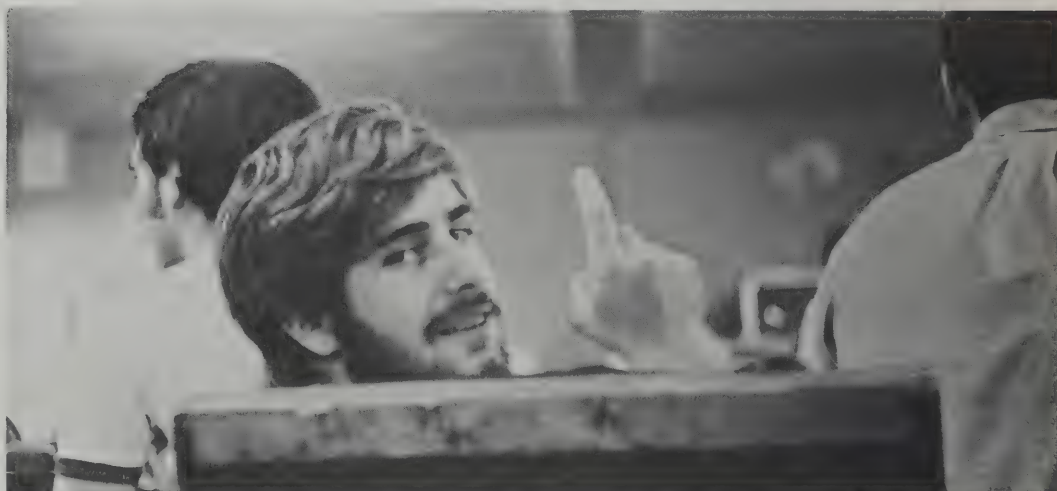
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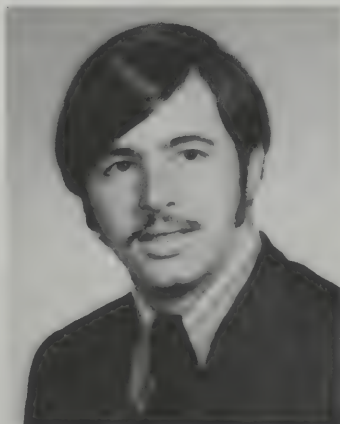
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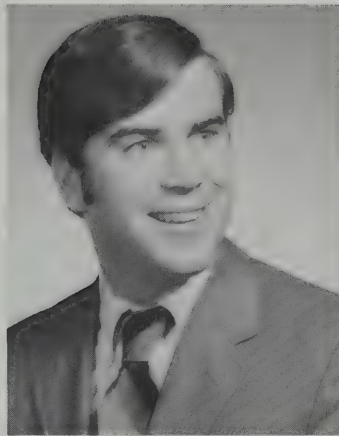
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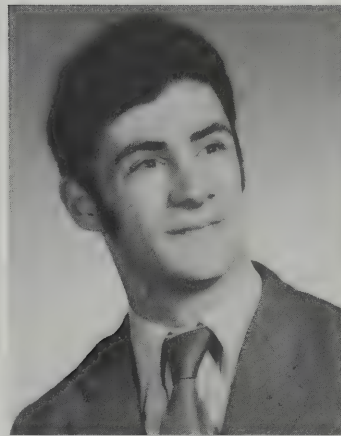
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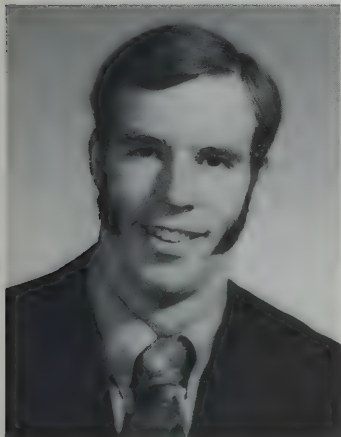
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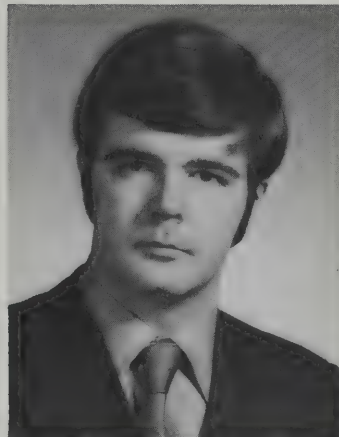
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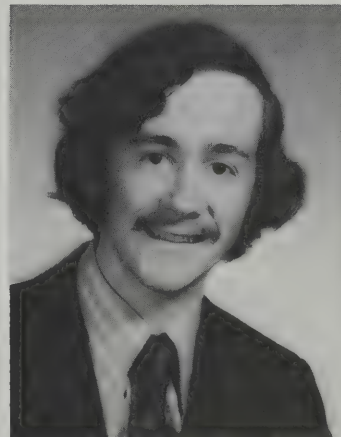
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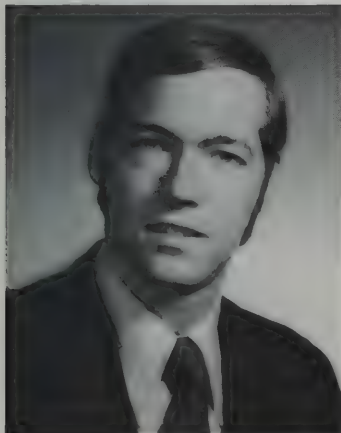
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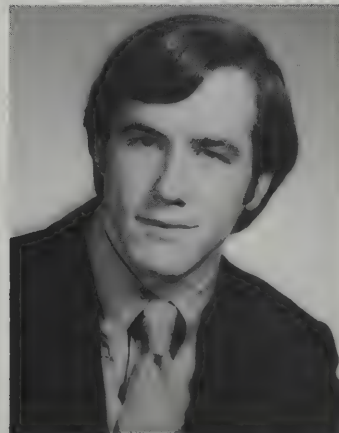
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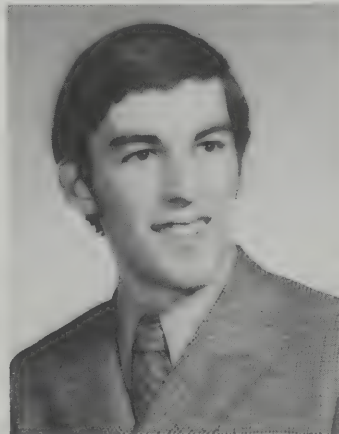
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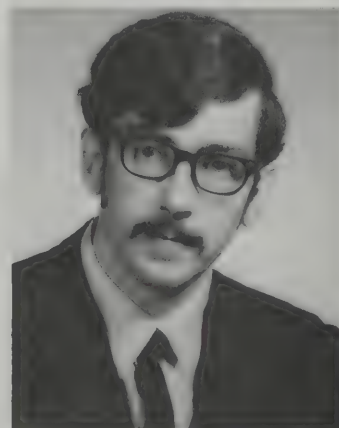
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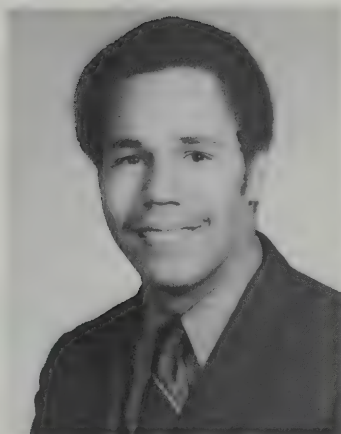


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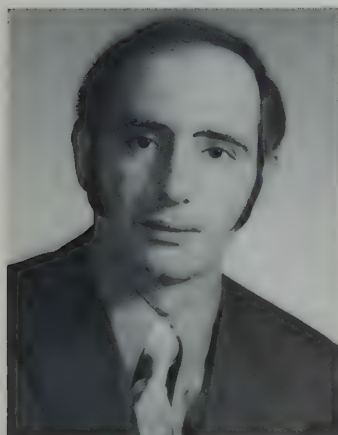
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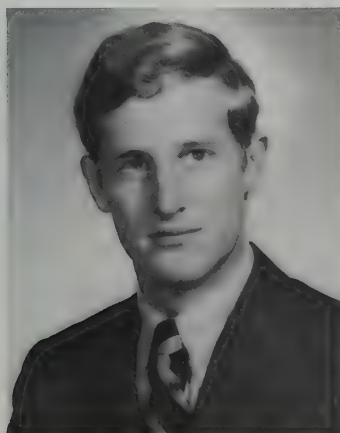
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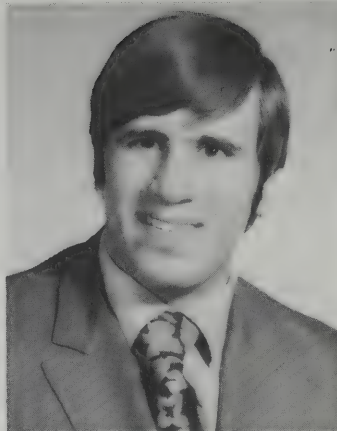
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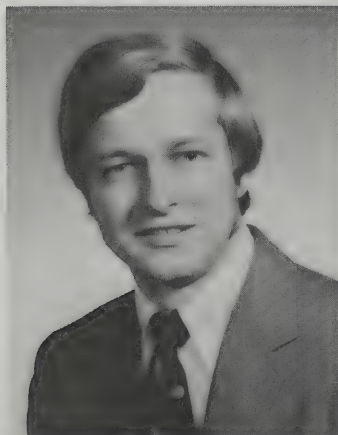
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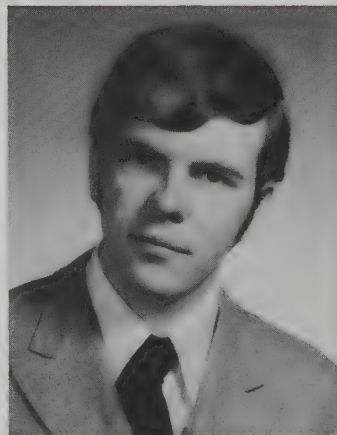
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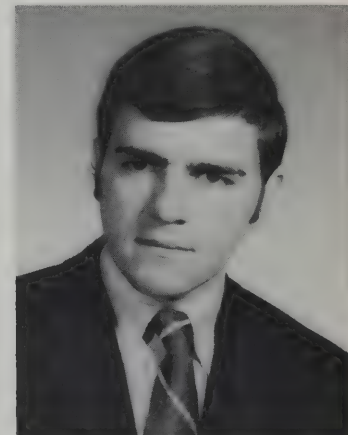
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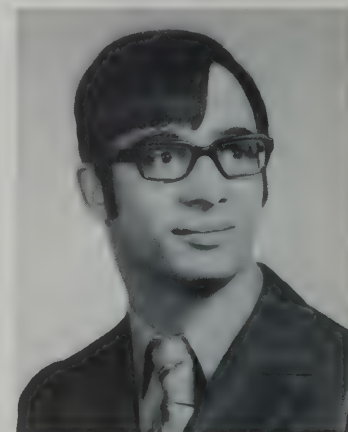
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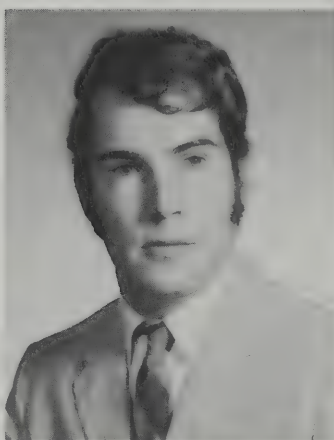
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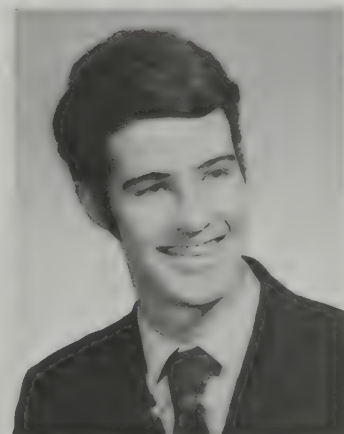
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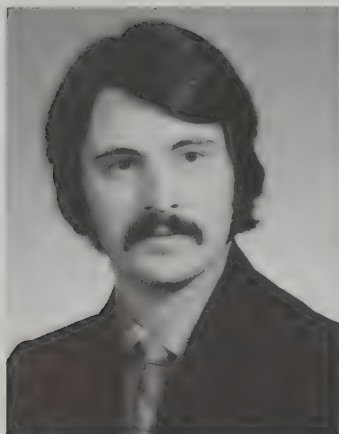
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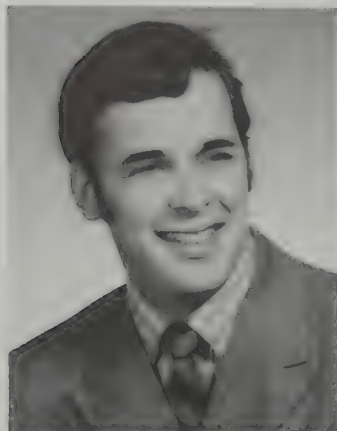
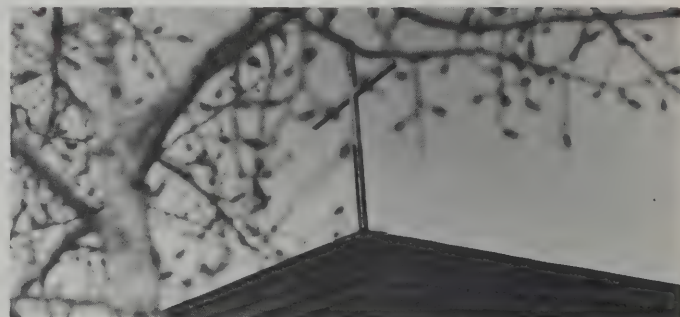
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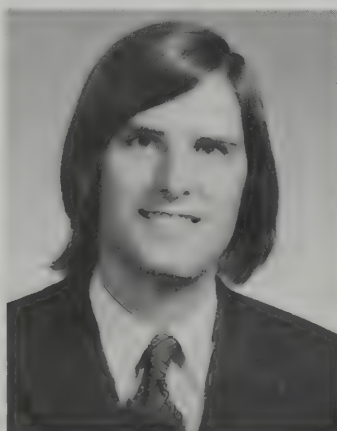
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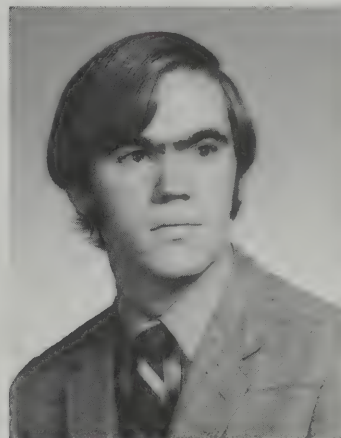
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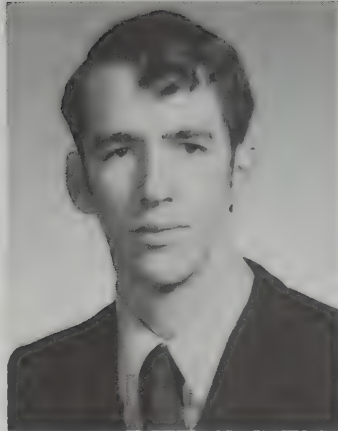
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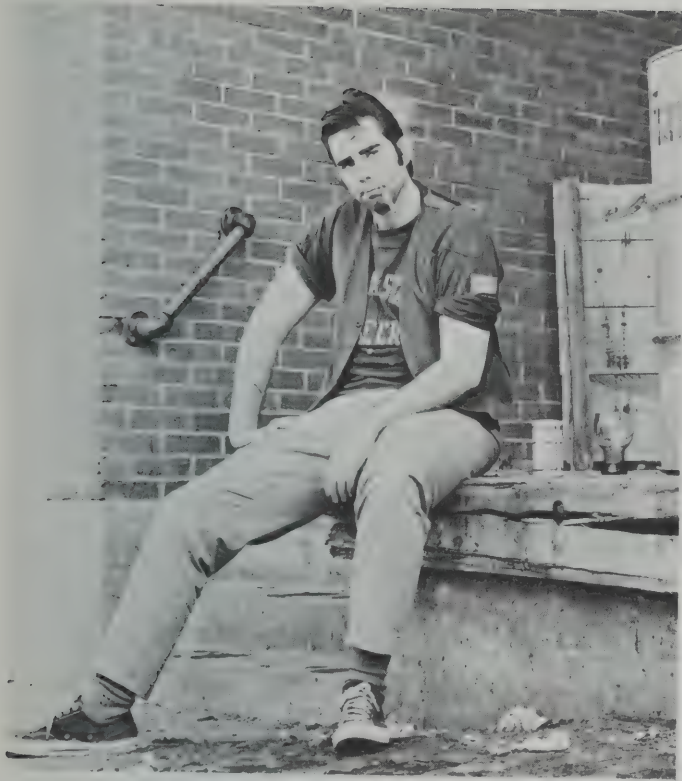


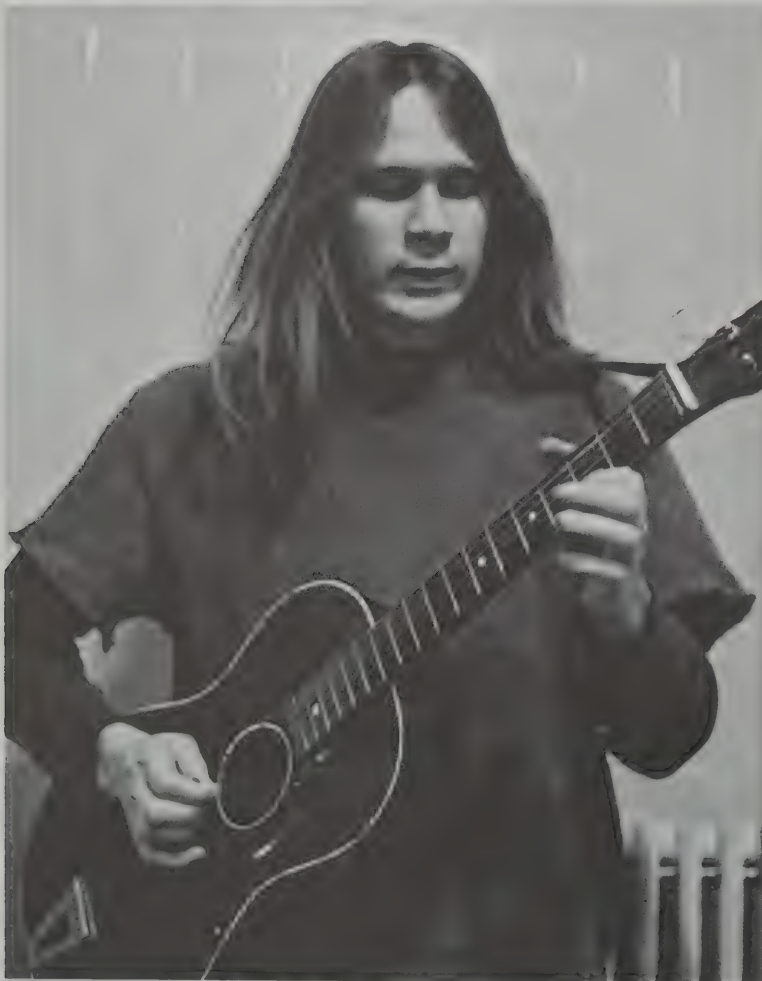
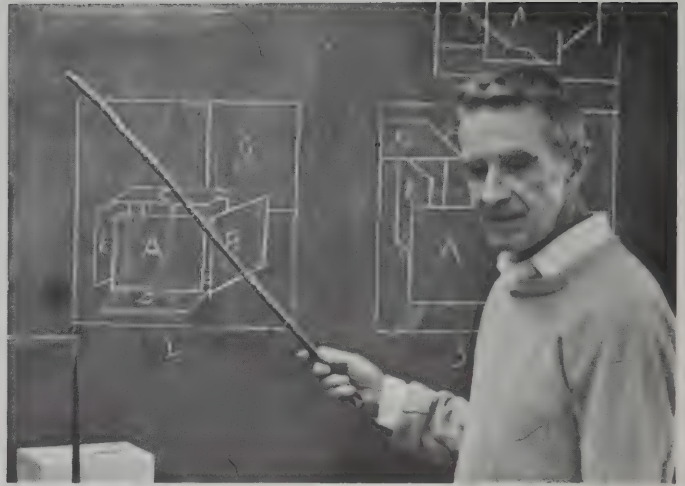


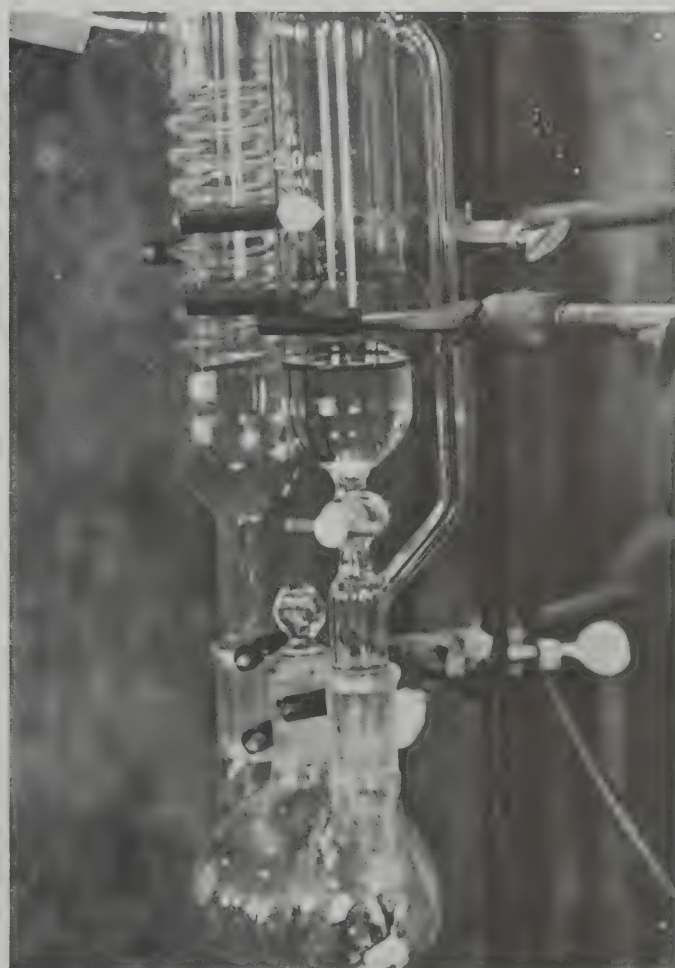
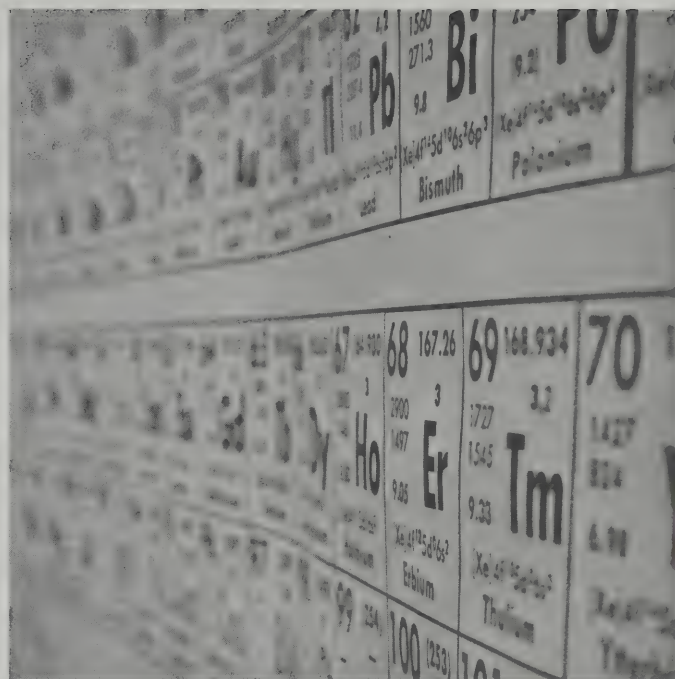






















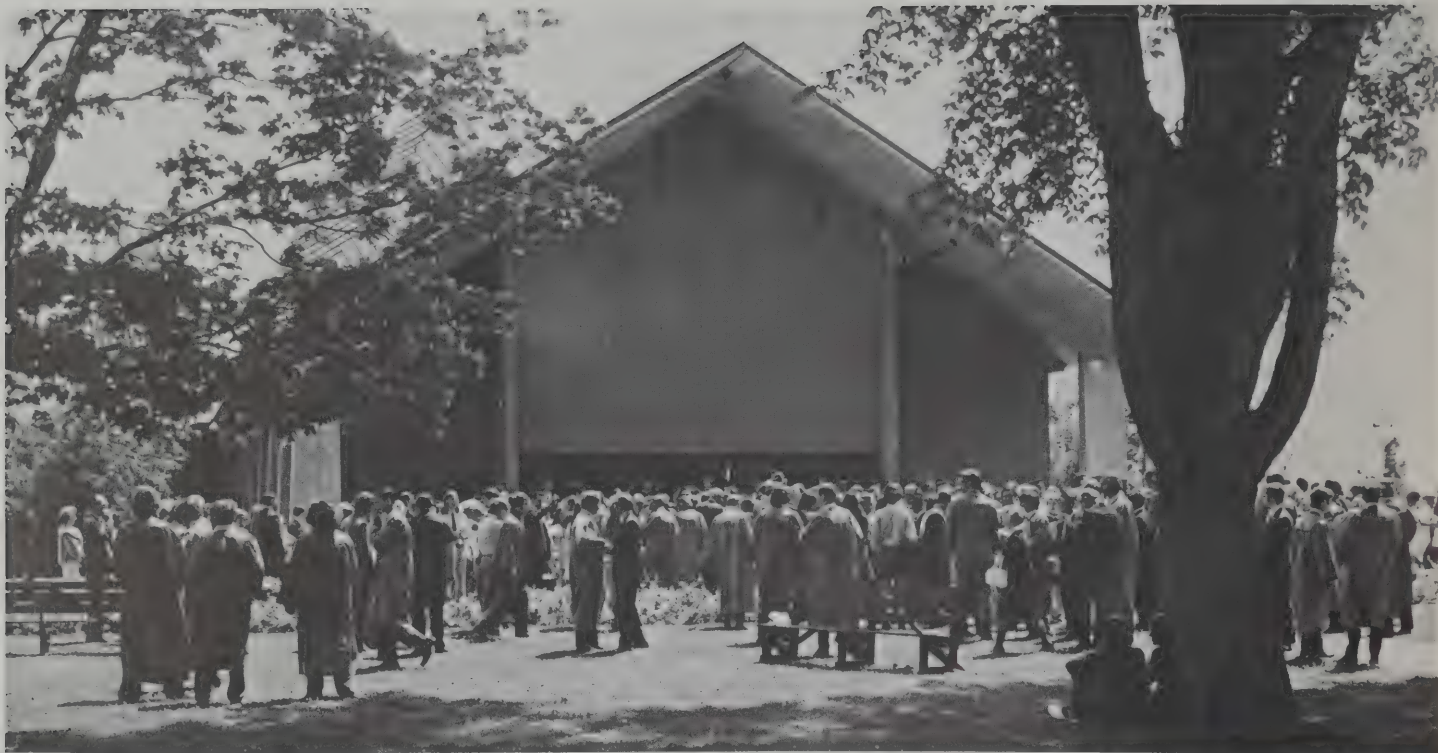














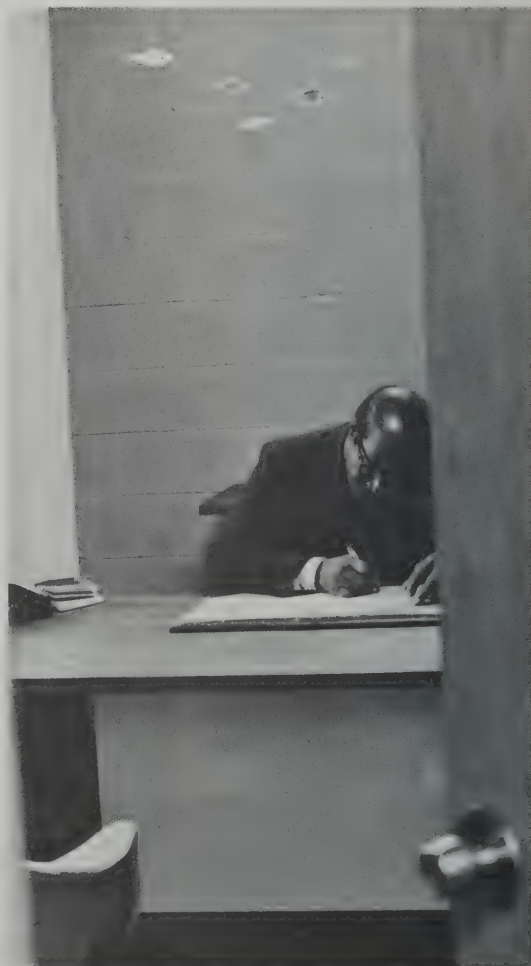
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any way a restriction because this vocabulary must mirror the total scope of the reality. Terms such as Relations, Horizon, Option, Revolution, Liberation, etc. are pregnant with meaning.

If a Liberal Arts College is to be deserving of such a title it must reflect this cosmic panorama. Statements in catalogues are dead letters unless they are given flesh and blood in terms of a reality that is cognizant of basic human and institutional needs as they exist in a pluralistic society. The dominant tendency therefore must be to expand the *becoming* of the College so that it gazes upon the whole panorama of existence. It is even necessary that it be aware of not only what lies in front of it, but even more so of what lies both at the frontal and lateral peripheries. Such a view is im-

The problems which we face today demand that we re-evaluate ourselves not just from a position of self-introspection but from the standpoint of one's total being in, and with, all that is. The age of technology has expanded our knowledge to such a degree that we are forced to think and deal with cosmic realities. We stand at last face to face in contemplation of the *pleroma* in which man and nature exists. Given this posture the question which faces us all is how do we respond to a reality which begs simultaneously for a view of unity and multiplicity. Philosophers and theologians of old, being also men of cosmic vision, have attempted to analyze and to suggest possible answers to the age old questions raised by such a view. When I was younger my teachers spoke of the question of the *one* and the many. Now that I have had time to reflect on what philosophers refer to as total Being I agree with the modern philosophers and theologians that the age old problems remain. What is needed today is that the problems be couched in a new vocabulary. This cannot be in



possible unless one sees not only in all that is *clearly in focus* to be seen as both distinct and interrelated but one must think of all that is at the periphery as equally important. The question which seeks an answer from us all is how do we personally and collectively inculcate in all inclusive view of Being. The larger question also has clusters of questions within it such as: how does one deal adequately with distinction within a pluralistic system; how does one deal with tradition and, change; how does one deal with choice and freedom, etc.

I think that we have narrowed our view in the past by regarding Being and Becoming in terms of a melting pot. The view which this generated is closed instead of open, it is narrow instead of wide, and it has become superficial instead of having depth.

There is always plenty of talk about curriculum but rhetoric is no substitute for courses and personnel which begin with and tend toward an all inclusive program. Courses must be changed with a view to their relation to the Becoming of the Is. I say the Is because an anthropomorphic view enables man to deal through analogy with "The Is." This is a good starting point—the only starting point—because it situates the question in such a way that a real answer can be given. This is not the same as a simple answer. When we use the term simple today some give it the meaning of not being complex or complicated. I say that we are able to elicit a real answer because the question demands that all of the considerations be complex or complicated because we have more interrelated things within our gaze. The relation among the distinct situations is as much a part of the ends or aims as is the consideration of the individual things in isolation.

We, in America, suffer mentally because we are torn between our written codes and what we know should be the real life situation. Even though we know deep in our hearts that we must live within distinct situations which exhibit proper relations,

yet we become brainwashed and live as though life is a melting pot, a formless indistinguishable goo.

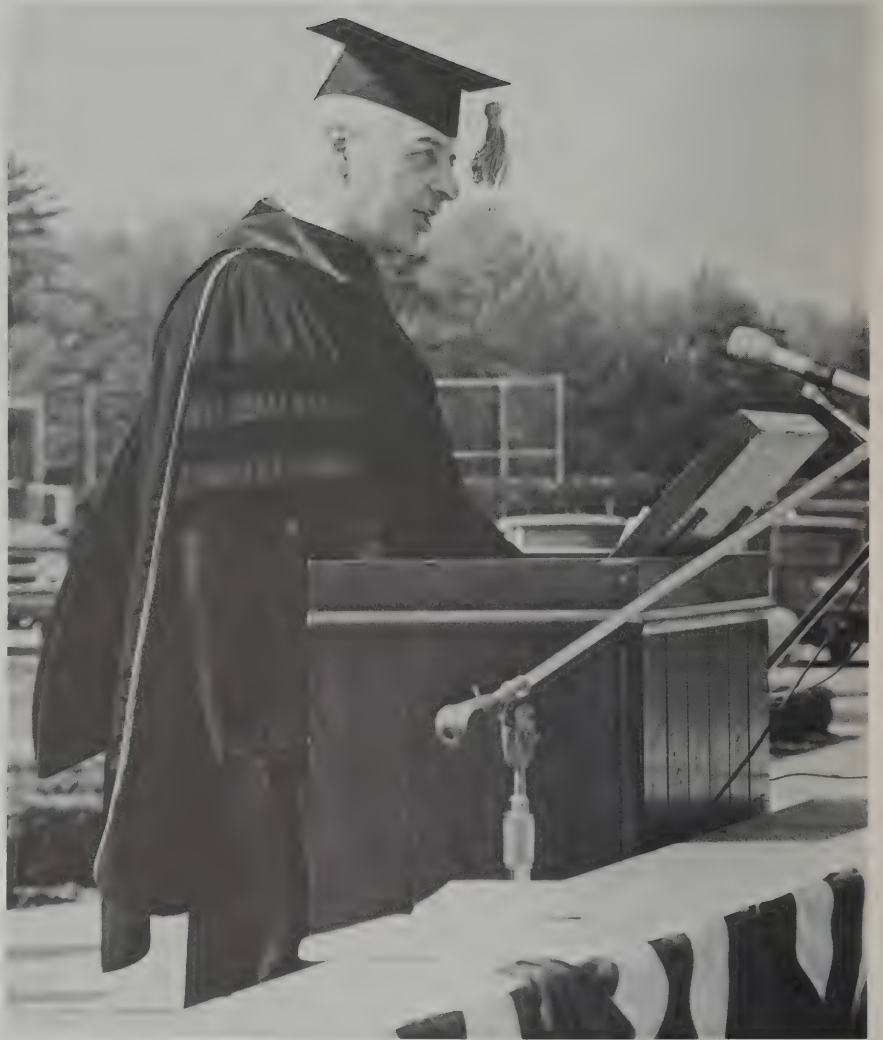
Racism so infects us all that we do not always want to suffer to redeem a cosmos which contains an untold number of persons, places, and things whose unity is their interrelation within the cosmic mosaic.

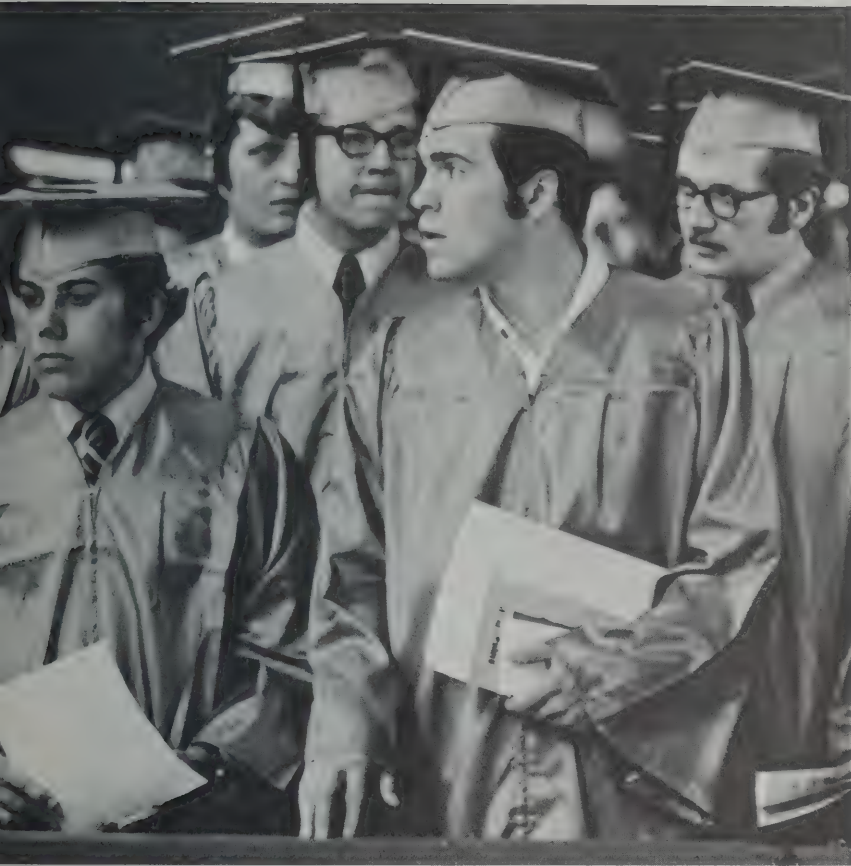
Lastly, the college must be a community of distinct persons. The pluralistic situation thus created will reflect a real world. The distinct elements in our view are not to remain in isolation. They are to be correlative, complementary elements. Unless there are distinct races, nationalities, ethnic groups, religious groups, political groups which are interrelated in the college it has no resemblance to the real world. All that the college will do should foster such a pluralistic position. This exhibits an open, free, all-embracing view.

To have less than this attitude within a catholic liberal arts college is to trumpet its requiem.



MAY 30, 1971

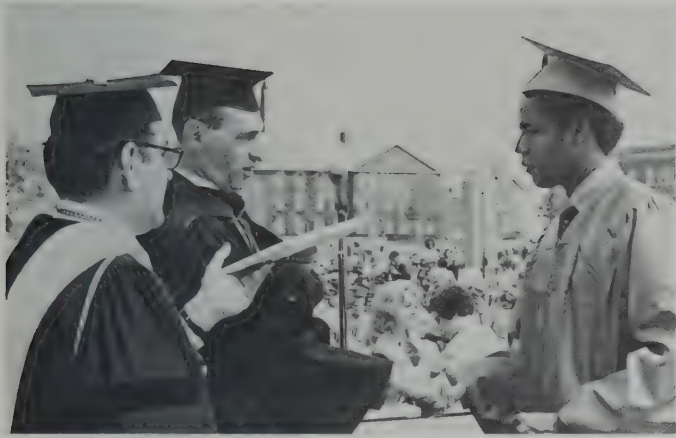












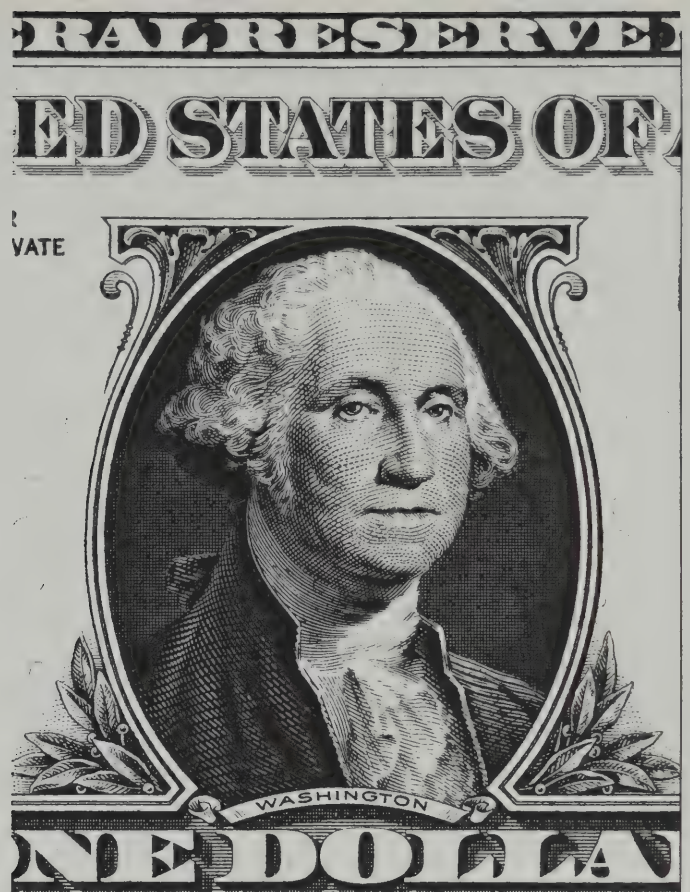




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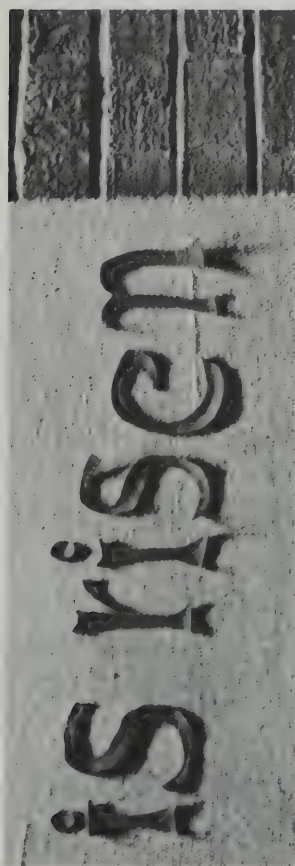
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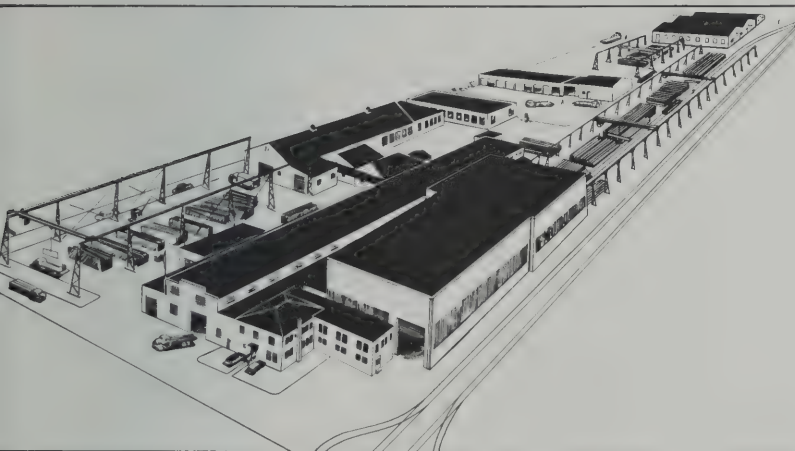
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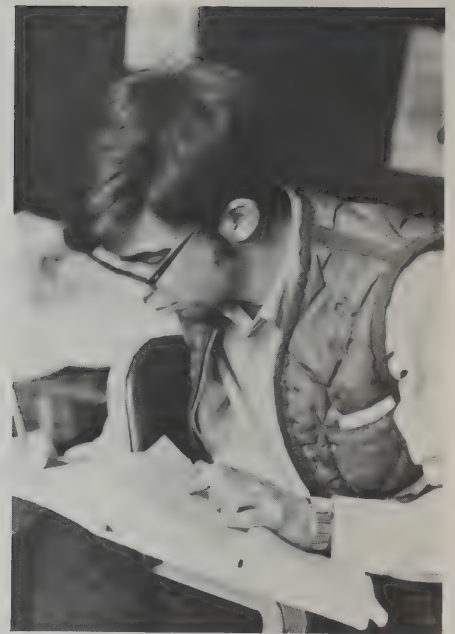


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Peter McDonough
Photography

Photographers:
Alfredo Sisson
Hugh Gormley
Mike Page
Jack Moors
William Healy

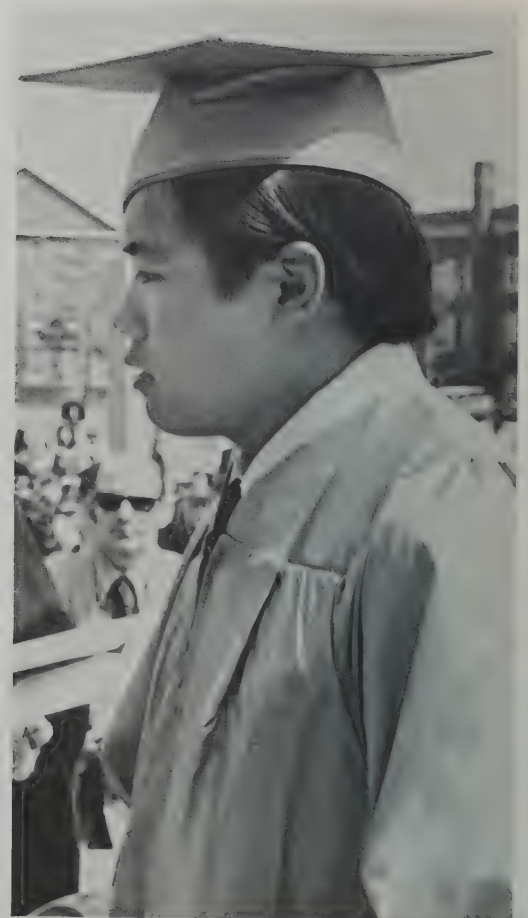


Dom Scibilia
Photography



Michael Fraulino
Athletics

The editors of the *Shield* wish to express their gratitude to Gifford Hart, moderator, for his time, energy, and patience in the publication of this yearbook.



Lawrence Chan
Business Manager

LAST COMMENTS AND DEPARTURE . . .

. . . Flesh is always in season, lusted after, gunned, grenaded, tabulated through machines, incinerated, beaten to applause, anesthetized, autopsied, mourned. The blood of Troy beats on in Goya's paintings and the truce of Lear.

Reason yourselves to that, my buckaroos, before you march for God, country and Siss-boom-bah! You won't, of course. Your schooling left you trained to serve like cocksure Paul before God's lightening smashed him from his saddle.

So—I wish you what I wish myself: hard questions and the nights to answer them, the grace of disappointment and the right to seem the fool for justice. That's enough. Cowards might ask for more. Heroes have died for less.

—Samuel Hazo
From *To A Commencement of
Scoundrels*

In the tenth year of an exhausted war we have graduated, not altogether innocent, into a world where love is forever passively professed while its destruction is actively sought.

And so, either we carry on in the same old ways, bringing with us the now familiar stench of death to this salt-dried, blood stained earth, or we resist.

Let us resist. For, if we do not, the blight will ensue until everything—life, love, hope of life—everything will have been lost. Lost.

Mea culpa, mea culpa, mea maxima culpa.

MOST MEN WILL NOT SWIM BEFORE THEY ARE ABLE TO. THEY ARE BORN FOR THE SOLID EARTH, NOT FOR THE WATER. AND NATURALLY THEY WILL NOT THINK. THEY ARE MADE FOR LIFE, NOT FOR THOUGHT. YES, AND HE WHO THINKS, WHAT'S MORE, HE WHO MAKES THOUGHT HIS BUSINESS, HE MAY GO FAR IN IT, BUT HE HAS BARTERED THE SOLID EARTH FOR THE WATER ALL THE SAME, AND ONE DAY HE WILL DROWN.

H. Hesse STEPPENWOLF





